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EFFICACY OF VIRTUAL TECHNOLOGY AS THE WAY FORWARD FOR TEACHING AND LEARNING WITH THE EXPERIENCE OF A GLOBAL PANDEMIC

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ABSTRACT

The call for institutions and governments across the world to prioritize investments in technology was never treated that seriously as it is now, with the emergence of the COVID-19 pandemic, purportedly claimed to have emerged in China's Wuhan city. All across the world, institutions are yearning for resources to meet the growing need to support continuity in learning through the new normal of virtual schooling, but the capacity to do so is limited owing to nations' limited preparedness for such a global scale of health calamity.

Technology is certainly the way forward to meet the growing needs of people's desire to survive, and equally so for employers whose growing competitiveness are much catered for through highly manpower skills workforce. Hence, institutions and governments alike are now seen to be making efforts in adapting to new and emerging technologies in a bid to make it worthwhile to support economic prosperity and livelihoods.

*The **aim** is to show growing need in learning through the new normal of virtual schooling, adapting to emerging technologies.*

Methodology. *The analysis of technologies, tools, means like MOODLE, Google-Meet, WebEx Meet, ZOOM.*

Results. *Emerging technologies such as Google-Meet, WebEx Meet, ZOOM and already used platforms like MOODLE need to be hailed given their embedded functionalities to capture variety of ways through which disruptive services can be made to continue. Functionalities embedded in the most commonly used platform*

like MOODLE and Google-Meet have integrated functionalities to support both virtual classroom and assessment components as opposed to that of WebEx and ZOOM.

Conclusion. *Emerging technologies should include a synchronized system of Managed Learning Environment (MLE) that makes it possible for assessment materials to be integrated with constructive feedback from teachers.*

KEYWORDS: *Virtual Technology (VT); Teaching and Learning; Global Pandemic.*

INTRODUCTION

The call for institutions and governments across the world to prioritize investments in technology was never been treated with seriously as it is now, with the emergence of the COVID-19 pandemic, which is purported to have emerged in the city of Wuhan in China.

All across the world, institutions are yearning for resources to meet the growing need to support continuity in learning through the new normal of virtual schooling, but the capability to do so is limited owing to nations' limited preparedness for such a global scale of health and other emerging shocks across the world economy.

Technology is certainly the way forward to meet the growing needs of people's desire to survive, and equally so for employers whose growing competitiveness are much catered for through highly skilled manpower force.

Hence, institutions and governments alike are now seen to be making efforts in adapting to emerging technologies in a bid to make it worthwhile to support economic prosperity and livelihoods.

METHODOLOGY

The analytical method is used for investigation technologies, tools, means like MOODLE, Google-Meet, WebEx Meet, ZOOM.

RESULTS AND DISCUSSION

Virtual Technology as the New Normal

Long before the trauma of COVID-19, virtual technology teaching was casually making headway as part of institutional policies to support flexible teaching and learning.

On a more specific note, scholars in contemporary times have been making headway in highlighting the relevance of virtual technologies as means of facilitating high quality teaching and learning in the 21st century (Jackson, 2015; Jackson, 2016a; Jackson, 2020a; Jackson, 2020b; Sabah, 2020).

Despite teachers / instructors minimal use of the integrated features in existing technologies like MOODLE and many more, efforts were deliberately made in instituting Information and Learning Technologies (ILT) policies to embed varied forms of assessment strategies into curriculum contents as a way of improving learners' participation and differentiation in methods of delivery (Burnham, 2021; Jackson, 2015).

The advent of COVID-19 pandemic seems to have made a lasting impact on the global economy, with all sectors equally affected in some way or the other.

With the growing need for instructions to close essential services by world leaders, education too has had a share of the disruption, as the entire system of educational provision globally also adapted

to the new normal of virtual technologies in a bid to make it worthwhile for students to be gainfully engage in some form of learning needed to boost manpower supply in the workplace.

The already existing means of virtual technology platforms like MOODLE and Blackboard were not as popularly utilised, despite their emphasis in supporting flexible means for students' assessment that incorporate deadline tracking and the provision of feedback on assessed tasks.

The virtual system of remote teaching provision embedded in the above mentioned platforms have been insufficiently utilised by teachers / instructors owing to the mandatory requirements for students to be physically present in the learning environment.

With the advent of COVID-19, institutions were left with no choice, but to adapt teaching resources to reflect the new normal means of virtual schooling, which is easily accessible to students in meeting their varied learning styles.

New Technologies and their Adaptability for Teaching and Learning

The advent and prolongment of a pandemic like COVID-19 has made it more obvious for the introduction of new technologies to be made an integral part of institutional requirements, in a bid to adjust systems to meet the needs of the new normal or virtual work-based activities in the 21st century and beyond.

This means that, even if the reality of pandemics are confined to a region or spread globally, there is a need for the world to be better prepared in adapting to the unforeseen disruption that may arise in the foreseeable future.

On that note, emerging technologies such as Google-Meet, WebEx Meet, ZOOM and

already used platforms like MOODLE needs to be hailed given their embedded functionalities to capture variety of ways through which, disruptive services can be made to continue.

Functionalities embedded in the most commonly used platform like MOODLE and Google-Meet comes with integrated functionalities to support both virtual classroom and assessment components as opposed to that of WebEx and ZOOM. Resource sharing is a common feature amongst all the aforementioned virtual technology platforms.

With the growing need for flexible and interactive learning, there is a need for many of the emerging technologies to diversify their systems, through addition of integrative components that makes it more onerous on instructors / teachers to comprehensively integrate differentiation features to support the wider learning community.

Judging the Efficacy of New and Existing Virtual Technologies

Thoughts about the relevance and compulsory use of virtual technologies for everyday use was never envisaged to dictate the new normal in society, until COVID-19 revealed itself to be a lasting destruct to services in the world economy.

Despite the relevance of technology in facilitating accessible means of teaching and learning, it was almost impossible for the majority of teachers / instructors to consider their usage for developing differentiated learning resources. This can be attributed to the fact that technology usage in teaching was only perceived as a tool for specialists in areas connected with ICT and Computing.

The emergence and pursued efforts attached to the concept of globalization and coupled with the global community's preparedness in curtailing (business and operational) risks to

pandemics, it has become more enduring for institutions and governments alike to ring-fence resources in preparation for the new way of educating the learning community (Jackson, 2020c).

Given the tradition attached with face-to-face teaching and learning, it is certainly going to be a challenge to steer people's attention towards the new normal, which require exorbitant costs to institutions in adapting systems to the emerging mode of delivering courses to learners, whether from within the same country or from a distance in another country.

It also means that resources would now need to be adapted from the confinement of any location for teaching to be effectively delivered via virtual technologies like ZOOM, Google Meet, WebEx Meeting and many more. The efficacy of the highlighted technology platforms can be judged better with the passing of time.

Such assessments will need to take into consideration, the design of set criteria to compare their worth to society, particularly with users' as active participants in virtual classrooms when compared to the traditional means of face-to-face learning.

While the efficacy of interactivity is viewed as a very important aspect of virtual technology in addressing current and future concerns around disruption caused by pandemics to the world economy, particularly in the area of teaching and learning, the most important factor at hand is cost borne by institutions in adapting to the new normal.

Economic strength of nations across the globe seems to be at variance and hence, there will certainly be disparity in the output of people in coping with the trend of things, particularly in meeting the cost of emerging technologies to address competitive demand for highly skilled manpower.

This also brings to the fore, the economics of costs effectiveness to be borne by nations in championing investments to meet human ingenuity that addresses what Schumpeter supposedly referred to as '*creative destruction*' (Jackson, 2020d; Dalton and Logan, 2021).

Such ingenuity as addressed by Jackson (2020e) needs to be steered in a way that makes it possible for learning to be integrated through the development of new technologies for those in a formal learning environment (such as schools and universities) and as well as those in the work-based environment.

CONCLUSION

Going forward in a more competitive way, the efficacy of new technologies is highly likely to be judged on their integrated functionalities that make it more advantageous for both instructors and learners to make a difference in their application to things in the real world.

On that note, and as currently utilised in technology platforms like MOODLE, Google-Meet and Blackboard, institutions will be more inclined to make judicious use of resources by soliciting emerging technologies that integrate virtual classroom (teaching) with variety of assessment features.

Such features should include a synchronized system of *Managed Learning Environment* (MLE) that makes it possible for teaching and assessment materials to be integrated with constructive feedback from teachers / assessors, which also incorporate grades for reporting learners' progression to the next stage of their career pathway (Jackson, 2016a; Jackson, 2016b).

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ЕФЕКТИВНІСТЬ ВІРТУАЛЬНИХ ТЕХНОЛОГІЙ ЯК ШЛЯХ ДО ВИКЛАДАННЯ ТА НАВЧАННЯ ЗАВДЯКИ ДОСВІДУ ГЛОБАЛЬНОЇ ПАНДЕМІЇ

Заклик до установ та урядів у всьому світі визначити пріоритет інвестицій у технології ніколи не сприймався так серйозно, як зараз, з появою пандемії COVID-19, яка, як передбачається, виникла в місті Ухань, в Китаї. У всьому світі установи прагнуть набутися ресурси для задоволення зростаючої потреби підтримки безперервності навчання завдяки новим зразкам віртуального навчання, але можливості зробити це обмежені через низьку готовність країн до такого глобального масштабного лиха. Технології, безсумнівно, є шляхом вперед для задоволення зростаючих потреб людей у бажанні вижити, і так само для роботодавців, чия зростаюча конкурентоспроможність забезпечується завдяки висококваліфікованій робочій силі. Отже, зараз, як вважається, установи та уряди докладають зусиль для адаптації до нових технологій, намагаючись зробити так, щоб це було корисним для підтримки економічного процвітання та життєвого існування.

Мета роботи полягає в тому, щоб показати зростаючу потребу в навчанні за допомогою нового зразку віртуального навчання, пристосовуючись до нових технологій.

Методологія. Аналіз технологій, інструментів, засобів, таких як MOODLE, Google-Meet, We-bEx Meet, ZOOM.

Результати. Такі нові технології, як Google-Meet, WebEx Meet, ZOOM та вже давно існуючі платформи, такі як MOODLE, повинні вітатися з огляду на їх вбудовані функціональні можливості, щоб охопити різноманітні шляхи, за допомогою яких можна продовжувати опрацювання новітніх послуг. Функціональні можливості, вбудовані в найбільш часто вживані платформи, такі як MOODLE та Google-Meet, мають інтегровані функціональні можливості для підтримки як віртуального класу, так і компонентів оцінювання, на відміну від WebEx та ZOOM.

Висновок. Нові технології повинні включати синхронізовану систему керованого навчального середовища (КНС), яка дозволяє інтегрувати матеріали для оцінювання з конструктивними відгуками педагогів.

КЛЮЧОВІ СЛОВА: віртуальна технологія (BT); викладання та навчання; глобальна пандемія

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WHEN “FACE-TO-FACE” IS NO LONGER AN OPTION: CLASSROOM MANAGEMENT CHALLENGES DURING THE COVID-19 PANDEMICS

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ABSTRACT

The article examines the current context of teaching online or in a hybrid environment and provides recommendations pertaining to some of the classroom management techniques primary and secondary school teachers might find useful in their activities during the COVID 19 pandemics.

*The main **aims** of this article are to analyse the challenges posed by online teaching in relation to class management; to provide a toolkit for educators in relation to class management in an online teaching environment; and to better understand how the various learning styles of the students should be responded to by teachers as part of their classroom management techniques.*

*The **methodology** which the current paper relies on involves both a critical analysis of classroom management techniques currently employed in traditional (i.e., face-to-face) and online education, as well as empirical methods pertaining to our own daily activities as educators (observation, questionnaires, conversation,*

dialogue, self-assessment of the learning outcomes, evaluation sheets). Building upon such methods, we formulate practical recommendations as to how an efficient classroom management should be handled to ensure that online teaching is performed at its best during the COVID-19 pandemics.

*The following **results** were attained as part of our research: the identification of the main challenges that the educators must deal with when managing the online class; a potential toolkit for the educators when managing their class in an online environment; a clearer understanding on how to best approach all students according to their styles of learning.*

*The **conclusions** allow asserting that the educators have an essential role in adapting the online class management to the learning styles of the students and to the concrete particularities of e-learning during the COVID-19 pandemics, creating an optimum environment for the teaching and learning process.*

KEYWORDS: *Class Management, Learning Styles, Teacher's Toolkit, Online Teaching.*

INTRODUCTION

The COVID-19 pandemics raised important challenges to teachers all over the world. Given the social distancing restrictions imposed by nowadays societies in response to the rapid spread of the new coronavirus, teachers found themselves in need to quickly adapt to a reality that most had never considered before – that of an online teaching and learning environment.

As a natural consequence, various teaching related contents needed adjustment to ensure a clear understanding of all issues in this new learning environment. Classroom management techniques are, without a doubt, among the most relevant matters to require special attention during these complicated times.

That is, certain basic norms pertaining to classroom management apply to both the traditional (i.e., face-to-face) teaching context, and to the online one. Others, however, raise more specific (i.e., online teaching-related) questions as to how classroom management should be handled in online education.

As such, the current paper focuses upon some of the most relevant matters that define an appropriate classroom management in online teaching, to offer primary and secondary school teachers a more comprehensive perspective on some of the relevant matters to be considered when approaching the online teaching and learning environment.

More specifically, reference is made to the management of time and classroom space, as well as to the management of the student behaviour and to the instructional strategies to be considered when teaching an online class. Building on past work and our own teaching experience, we propose a toolkit of different classroom management strategies and we argue for a student-centred education that provides the necessary means for all students to fulfil their native potential.

THEORETICAL FRAMEWORK

Classroom management refers to teacher's actions to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation (Burden, 2020).

Several matters have emerged throughout the years as essential to a good classroom management. Teacher's ability of establishing rules and routines, their capacity to develop positive relationships with students, parents and the community, their ability to organize the learning environment so that it best suits their purposes, their capacity to implement and manage engaging instruction, as well as their ability to address in an adequate way potential discipline issues represent only part of the many talents great teachers should be endowed with (Garrett, 2014).

Indeed, the educator's ability to establish fair, well accepted by students, classroom rules and behavior expectations, and his capacity to bring such rules to life (Brady et al., 2015) represent an important component of classroom management. Their capacity to develop positive relationships with students, parents and the community is also quite relevant (Garrett, 2014), given that a good classroom climate is one of the main prerequisites for a good cooperation (and implicitly for a good class performance).

The management of the actual space in the classroom is equally important (Erwin, 2004). Aspects such as seating arrangement, actual space available for the envisaged activities (group and ongoing activities, individual workspace, the storage of materials and of the records) are obviously relevant. Without a doubt, the visual overall appearance of the classroom is of special importance (Diller, 2008).

Moreover, an efficient use of the available time represents another important variable when supporting students to reach the learning goals (Erwin, 2004). Indeed, all instructional strategies the educators use must fit into strict time frames – as do non-instructional routine procedures, various transitions between activities or classes, and so on.

Clearly, a good classroom management is not restricted to preventing educational challenges, but it also implies a good capacity to actively and properly address the actual problematic behaviors in the classroom. Being able to raise to the challenge and help children surpass student behavior problems is obviously important.

Although most matters relating to classroom management have been intensively researched throughout the last couple of decades, we are yet to fully understand how disciplinary matters can be prevented or solved, particularly given the new challenges raised in the context of the COVID 19 pandemics. Indeed, all these issues have a different significance and relevance when discussing the online classroom management. In such a context, the medium of communication is changed, whereas the physical presence is no longer contained in space (as it is in the case of the classroom).

No doubt there, the challenges faced by the educator in an online environment are various. As such, the current article will focus on some of the issues that relate to teaching in an online environment, thus offering some possible solutions to these inherent educational challenges.

METHODOLOGY

Building upon past work on classroom management in traditional (i.e., face-to-face) and online environments, while also relying upon several empirical methods (i.e., observation of online educational activities, questionnaires, conversations with teachers involved in online teaching (N=13, grades 5-8) and evaluation sheets to better understand how one could respond to the challenges relating to online teaching), we make several recommendations as to the techniques that educators might find useful to a proper online class management.

A small investigation of student's learning styles using the Learning Styles Inventory (Oakland et al., 2015) that explored student's perceptions as to what works for them in online contexts (N=19), followed by extensive discussions with the students' teachers, was equally employed to better understand how teachers can ensure an efficient teaching experience for children as a function of their learning styles.

RESULTS

As already mentioned, the online teaching and learning context offers several challenges where classroom management techniques are concerned. Then again, such challenges can be surpassed and even used to teacher's benefit, at times, if they are indeed considered from the right perspective.

With reference to the time factor, for instance, a good understanding of online classroom management techniques is obviously important. That is, the educator needs to consider the various activities according to their framing in time, while equally acknowledging the potential technical difficulties or obstacles which might occur in the actual communication or in the usage of all the tools available online. Just like in traditional environments, a good organization is quite important.

For instance, the teacher must advise all the parties involved beforehand and ensure some very practical and pragmatical rules are to be followed.

In our experience, one of the main challenges pertaining to this matter comes from the newly experienced lack of barrier among children's private and school related environment. Indeed, the pandemics turned children's own personal environments (their rooms) into school related contexts. One can easily understand the potential pitfalls of this change. To counteract some of these

potential problems, we suggest a set of practical recommendations to children, and also to their parents, that might help all those involved surpass the challenges raised by online education.

Indeed, parent's approach of their children's online learning and the various mechanisms through which they can contribute (when willing) to the educational act are a potentially relevant part of teacher's planning of a proper classroom management.

Although the recommendations related to this point are the ones of a more practical nature, pertaining to the ergonomics and well-being of the student involved in online classes, the parent's importance in ensuring their children's well-being during classes (i.e., their ability to focus on the educational context) is obviously not to be ignored.

A first recommendation to this point pertains to the actual seating arrangements of the student. That is, the student should be seated at his/her desk during online classes, a desk which should be equipped with an adequate chair, to ensure the student's comfort during the long duration of a school day.

The educational devices (tablet, laptop, or desktop computer) used to access and execute the online lessons should be properly located on the desk, to be easily reachable by students. Importantly, though this is often the case, the mobile telephone is not recommended as an educational device, due to the small screen and to the lack of certain relevant features – both, aspects that might impair with a good educational act.

Another important recommendation is that the student's tablet, laptop, or computer always be connected to a power source during the school programme, so that the battery does not suddenly discharge during

the hour, thus cutting off the student from the online lesson.

Similarly, all the course books, notebooks and writing materials should be placed at hand and ready to be used without needing to move throughout the house (from one room to another) to reach such educational materials.

A source of water should also be provided nearby, to ensure that unwanted interruptions are avoided (e.g., a bottle of water could be available to the student at the beginning of the lesson).

Most importantly, parents should offer their assistance as much as possible throughout the day. Indeed, given the current pandemic period, similarly to their children, many parents are nowadays (at least partly) working from home. As such, if willing, they can be of real assistance to the teachers, thus helping their children surpass the potential technical difficulties associated with online learning.

As one can easily acknowledge, parent's willingness to serve as the teacher's right hand during online educational activities is obviously important. Then again, some rules also concern students themselves. Part of these regulations could (and should) be negotiated with the students from the very beginning, thus creating a democratic and trustful environment in the online classroom management.

At its turn, the school itself should also provide certain guidelines pertaining to the regulations and rules that define one's online behaviour in the classroom, thus ensuring a unitary perspective on how online classes are to be handled at a more general level.

One such useful rule might require, for instance, that all students connect with their full real name throughout the entire

school day. Although such a regulation is sometimes less appealing to children, such a method might help teachers better control their classroom environment, as it offers them a clearer perspective on who is present or not for a particular activity.

Exceptions can, of course, be made when the situation allows. An alias may be used, for instance, on certain days or classes, leaving the children the option to express themselves throughout their choice of name when activities allow it.

Another helpful regulation (provided that such an agreement is decided upon between school educators and children's families) would be for the video camera to always be set as on during school classes, thus allowing the teacher to observe the student's behaviour during activities, as he / she would normally do in the traditional classroom environment.

Should this be the case, if the student refuses to comply, he / she would be informed that his / her parent is to be notified if not resolving the matter when asked.

The electronic device's sound, on the other hand, should be set as off most of the time, being set as on only if the teacher nominates a student expressly. The students should also be instructed (how) to raise their hand when they have something to say (just as they did in the traditional classroom environment).

Alternatively, they might also be instructed to write in the chat box their inquiries when they have any questions related to the lesson, so that they do not interrupt the activities, but they are still able to find answers to their questions.

Importantly, a good classroom climate should also represent an important concern of educators, particularly in the online

environment. The teacher is (and should be perceived as) more than an avatar. Authenticity helps at creating a good rapport with one's students, in online contexts and in face-to-face ones alike.

It also helps at the consolidation of trust and of respect, and a good teacher should see to it that his / her students always enjoy their online activities and are able to communicate in a relaxed, positive manner, regardless of the channel used.

Certain classroom management techniques that teachers use in traditional settings are also quite useful to their online activity (Erwin, 2004), and there are numerous contexts where this rule applies.

For instance, the teacher should be approachable, regardless of the considered context (or, perhaps, even more so during online classes). Teachers should avoid over-filling the lesson with facts, knowledge, material that students are not able to properly comprehend, and they should grant space and time to their students when this is needed. It goes without saying, the teacher should listen to his / her students when they have something relevant to say, thus encouraging children to express their opinions and acknowledging their contributions to the educational act.

Another strategy that can help establish a good rapport with one's students is to treat each student as a unique, special individual. Indeed, teachers should remember that students all have names (particularly in the somewhat "less personal" online context), and they should acknowledge that each student has his / her own potential to fulfil.

Moreover, when establishing a good rapport, it is also important to focus on the positive aspect of things, so that there are grounds for further development. At the end of the day, teachers should remember only the positive things about their students.

Indeed, when present, such a focus on the positive side of things entails a chain of changes in the behaviour of the students. Having a better self-image increases student's motivation and triggers change for the better, which is obviously relevant to a good educational performance.

Of course, the teachers should equally show interest into their student's lives (passions, hobbies, pets, events, etc.), both during online classes and traditional ones. A good teacher is an empathic one, and this quality should reflect in his / her lesson planning, structure and in choosing the adequate content according to their student's abilities, but also through a good knowledge of what motivates his / her students in and out of the classroom context.

Importantly, studies show that, like in traditional contexts, teacher's sense of humour within the class also has positive benefits when online teaching is considered (Yen, 2020). On a related vein, good teachers must also remember that sarcasm can negatively impact students, thus its use should be kept to a minimum, in online classes as in traditional ones.

Then again, although maintaining a positive atmosphere in the (virtual) class is obviously important, teachers should nevertheless acknowledge that they are human beings too and, therefore, they need not pretend to be happy and cheerful when this is not the case. Children feel the lack of authenticity, and sanction educators that are not true to themselves (and others).

Besides, everyone has got their moments of sorrow, and the teacher should be able to teach children that it is ok to sometimes be tired, sad, or disappointed, what is important –not to let one's negative feelings take over their life, and to always find the silver line in one's daily experiences.

The last, but not the least, given the current multicultural environment due to the overall increased globalization, one should also pay attention to the cultural sensibilities and differences. Teachers should indeed remember this when dealing with students from various cultural contexts.

From a complementary angle, teachers should equally acknowledge that online classroom management is also about the management of educational resources and tasks (Erwin, 2004). Given the change of environment, the working procedures also need to be adapted to ensure an effective education, and teachers should make sure that the strategies they use are indeed the ones likely to most benefit their students.

For instance, teachers can (and should) adapt the content to be taught and adjust it to be clearly and easily acquired by students in the (perhaps) more complicated to handle online context. They should mostly consider tasks involving different skills of students (e.g., the writing, reading, listening, and talking skills), to ensure a varied and interesting online learning. Each task should be explained step by step, and instructions should be clear and succinct, adapted to the students' overall level of understanding.

Moreover, after explaining a task, the teacher should designate a student to reformulate into his / her words exactly what is to be done – this can be a great manner of both checking if the explanation was clear enough, and of bringing the task to the other student's comprehension level. The teacher might also want to provide students with questions with multiple choices at the end of a lesson to check if the students do indeed understand the task offered as homework. As experience proves, open-ended questions and questions which

are far too general might be less efficient in such contexts.

Like traditional, face-to-face, classroom management, when group tasks are involved, the teacher might choose to monitor the groups of students, their teamwork, keeping notes on student's responses and contributions to the task resolution. Such information can indeed prove important to the teaching act, and educators might want to take advantage of the many opportunities provided by the online environment in this direction.

Then again, one should remember that even when involved in online education, some working tasks can take an individual form. That way, students can take a break from the screen and turn their attention to a sheet of paper, thus clearing their heads and allowing their eyes the much-needed time to decompress.

This can be a good opportunity to change the tempo and to bring more of the traditional way of work into the online class environment (Visoi, 2019). Teachers should also remember that the correction of the tasks should ideally follow each class, and feedback should be sent individually to each student, thus ensuring a truly effective education.

Certain educational resources used in online teaching and learning can also prove relevant in checking the level of understanding of previously taught contents. To this point, teachers should bear in mind that the gamification of certain tasks makes their practising more pleasant and joyful, and the learning process is thus streamlined.

Moreover, turning online classes into a living game can increase student's satisfaction, motivation, and engagement (Urh et al., 2015), and online contexts offer all necessary conditions for such experiences

to occur. In an ideal teaching and learning environment, easier tasks should be balanced with more difficult ones, thus creating a balancing within the online classroom (and not only).

Recommendations such as the ones provided above should prove useful to educators when aiming to build a comprehensive online classroom management. One should nevertheless acknowledge that, regardless of the learning environment (be it traditional, “face-to-face”, or online), students are all unique individuals, and no teacher should ever forget that.

As such, when planning for an effective classroom management, educators might want to equally consider issues pertaining to matters such as their student’s individual learning styles, for instance (particularly when considering online activities).

Indeed, our research using the Learning Styles Inventory (LSI, Oakland et al., 2015) to better understand student’s educational needs (N=19), followed by extended discussions with teachers as to how one better adapts to each particular style of the students they teach, offered relevant insight as to how the different learning styles of students can help teachers to ensure an effective online education.

Indeed, as teachers confirmed, the simple fact of learning more about their students learning style significantly increased the efficiency of their educational act. Better understanding how different learning styles can have a positive, but sometimes also a potentially negative, impact on various learning contexts that can obviously be of use for teachers when planning their classroom management strategies.

Students exhibiting an introverted style of learning, for instance, usually prefer working on tasks alone (i.e., individual

reading, writing or research assignments). They enjoy their privacy and being offered the time to think (rather than being asked to always keep busy). They need to be complimented on their careful work and be allowed to pursue an interest in depth, when such an interest emerges.

The students belonging to this group work well in small, rather than in large groups and prefer to learn more about a new concept before performing an experiment. In traditional environments, they enjoy having a special, quiet place in the classroom where they can work without being disturbed.

As record shows, they thus usually enjoy online classrooms, given that such an environment offers them the possibility to retreat and to not be bothered by the other, noisier, colleagues. The pitfalls of this category, however, refer to the neglecting of the development of interpersonal skills, especially in the current epidemic context. To prevent this, such children should be gently exposed by teachers to appropriate interpersonal skills, and they should be encouraged to practice them in private or among peer-groups.

The students exhibiting a practical style of learning, on the other hand, seem to learn best when being offered assignments that increase in complexity and when they do hands-on work that requires detailed observation, object manipulation or direct experiences (rather than practical thinking). They work best when they are given very specific and direct instructions for their individual assignments.

That is, students belonging to this category are less likely to enjoy work that does not seem to have a goal, lessons that emphasize theory, rather than practice, work that does not respond to with their practical side. The students with a preference for the practical

style enjoy an environment that stimulates the senses, and they like activity centres, science experiments, visuals – all aspects that teachers can rely upon when the educational act is done online.

The downside of this category relates however to the avoidance of abstract thinking. As such, the teacher should focus more, especially in an online teaching environment, on using game techniques or brainstorming activities that respond to such children's learning styles and allows them the opportunity to develop their abilities in an online education context.

The students who exhibit a feeling (affective) style of learning usually prefer subjects dealing with people. They enjoy taking part in personalized discussions, playing games, receiving praise and encouragement. The students who exhibit such a style of learning perform best when they are given examples.

They feel at ease when flexible classroom rules are used, ones that allow for exceptions and second chances. They prefer it when they are given the opportunity to work with their friends and when they are offered assignments that require them to express and analyse their thoughts and feelings on a topic. Such students are less likely to respond well to competition, to an atmosphere of tension and hostility, to lectures which lack any personal meaning and to classrooms in which the contact with the others is restricted.

Students from this group may feel at home in an online teaching environment, provided that the teacher acknowledges their need to communicate and truly interact with others and take steps as to ensure that such needs are handled properly.

On the downside, students belonging to this category may become discouraged when

they are criticized, and they can be easily distracted from their work. Moreover, they stop working hard if they feel the teacher does not take a special interest in them. When teachers do however take such matters into account in their planning of online classroom management matters, online activities can work just fine for such students too.

The flexible learning style is focused on the enjoyment of surprises and the need for as much experience as possible. Students belonging to this group enjoy performing, they are flexible in their opinions and commitments and they can adapt to life as it comes. With reference to classroom applications, these students learn best when they are exposed to lessons and activities that seem like fun to them.

They like to take part in competitions and games and are less likely to respond well to inflexible lesson plans and schedules, to inflexible standards of right and wrong, to questions which have only one correct answer, or to classes (especially online ones) which seem abstract and lack any practical use. Such students perform well under stress and pressure.

As such, online contexts can represent a good educational environment for such students, provided that these needs are well understood by their teachers. The downside of this category, however, relates to its habit of putting off its work and spending a lot of time and energy trying to get around the rules.

Consequently, in an online classroom environment, such students risk failing to do their share of a group project. They might even prevent others to do their work or disappoint them by not keeping their commitments and by only doing enough work to get by, and teachers must ensure that this is not the case.

The students belonging to this category also sometimes tend to become the “class clown”, especially when also exhibiting an extroverted style. As such, a good teacher should be able to motivate such children into doing their part and pay attention to the potential pitfalls of such a learning style, particularly in the (less obvious to control) online context.

Indeed, like all other learning styles, the flexible one can also represent an asset to children (and teachers alike), provided that the educators understand its particularities and are able to adjust to children’s needs and ensure the best possible learning environment in online contexts, as in traditional ones.

CONCLUSIONS

A proper classroom management is paramount for an effective online education. In online teaching contexts, the interaction between the student and the content, between students and teacher or simply among students (when working in groups) is of obvious relevance. Engaged learning stimulates students to take part in an active way to the educational act, thus implicitly gaining more knowledge.

Students cannot be passive knowledge-absorbers who rely on the instructor to feed

information to them. In an online course, it is imperative that they should be active knowledge generators who undertake the responsibility for constructing and managing their own learning experience.

As such, in a student-centred environment, be it in traditional environments or in online contexts, one of the most important responsibilities of the teacher is to generate motivation for learning.

Moreover, the teacher can adapt the material and the tasks more easily when considering both the students’ leaning styles, and the specific particularities of online education, thus ensuring that student’s needs are properly cared for.

Despite the obvious challenges along the way, nowadays availability of numerous online educational resources and the multitude of easily adaptable to online contexts resources make this task attainable. Indeed, as studies suggest, whereas teaching experience indeed has a significant effect on classroom management efficacy, school setting does not (Potter, 2021).

Be it online or in a traditional environment, good teachers perform good teaching. One’s classroom management approach is obviously of great importance to the matter.

CONFLICT OF INTERESTS

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

КОЛИ «ВІЧ-НА-ВІЧ» ВЖЕ НЕ ВАРІАНТ: ВИКЛИКИ УПРАВЛІННЯ КЛАСОМ ПІД ЧАС ПАНДЕМІЇ COVID-19

У статті розглядається сучасний контекст викладання в Інтернеті чи гібридному середовищі та надаються рекомендації для деяких методів

управління класом вчителям початкових та середніх класів шкіл, які можуть виявитися корисними в їхній діяльності під час пандемії COVID 19.

Основними **цілями** цієї статті є аналіз проблем, пов'язаних з онлайн-викладанням з управління класом; забезпеченням інструментарію для вчителів з управління класом в Інтернет середовищі при викладанні; краще розуміння того, як на різні стилі навчання учнів мають реагувати вчителі, розуміючи їх як частини різних прийомів управління класом.

Методологія, на яку спирається дане дослідження, включає як критичний аналіз методів управління класом, що застосовуються в даний час у традиційній (тобто очній) формі, так і в Інтернет-освіті, а також емпіричні методи, що стосуються повсякденної діяльності педагогів (спостереження, анкетування, бесіда, діалог, самооцінка результатів навчання, оцінні листи). Спираючись на такі методи, ми формуємо практичні рекомендації, як слід опановувати ефективно управління класом, щоб забезпечити найкраще проведення онлайн-викладання під час пандемії COVID-19.

В межах нашого дослідження були отримані наступні **результати**: визначення основних викликів, з якими можуть стикатися вчителі, керуючи онлайн-класом; потенційний набір інструментів для вчителів під час управління класом в Інтернет-середовищі; чіткіше розуміння того, як найкраще знайти підхід до кожного учня відповідно його стилю навчання.

Висновки дозволяють стверджувати, що вчителі відіграють важливу роль у адаптації управління онлайн-класом відповідно стилів навчання учнів та конкретних особливостей електронного навчання під час пандемії COVID-19, створюючи оптимальне середовище процесу навчання.

КЛЮЧОВІ СЛОВА: управління класом, стилі навчання, інструментарій вчителя, викладання в Інтернет.

REZUMAT / ABSTRACT [in Romanian]:

Articolul examinează contextul actual de educație online / în sistem hibrid, oferind recomandări menite să sprijine cadrele didactice din învățământul gimnazial în vederea unui bun management al clasei în timpul activității educaționale aferente pandemiei de COVID-19. Lucrarea analizează potențialele provocări ridicate în managementul colectivelor de elevi de activitatea educațională online și propune o serie de tehnici simple de gestionare a clasei, evidențiind, în același timp, importanța stilurilor de învățare specifice elevilor în conturarea unor strategii eficiente de management al colectivului în mediul online (și nu numai). În concordanță cu cercetările anterior realizate, articolul pledează în favoarea adaptării modalității de gestionare a clasei de elevi particularităților aferente contextului educațional actual (online), pe de o parte, și stilului de învățare specific fiecarui elev, pe de alta.

CUVINTE CHEIE: *managementul clasei, stiluri de invatare, tehnici de gestionare a clasei, invatamant online.*

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TEACHING ENGLISH IN EARLY CHILDHOOD EDUCATION: A DESCRIPTION OF THE PEDAGOGICAL PRACTICE ADOPTED IN THE MUNICIPALITY OF SOUTHERN BRAZIL

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ABSTRACT

The **purpose** of this study is to investigate teaching English in Early Childhood Education (ECE) in a municipality of southern Brazil. The country has not agreed to make English language teaching compulsory for this age, but some private schools have introduced English language teaching on the premises.

Regarding **methodology**, the experimental study was conducted in schools “A” and “B”. Private school “A” was represented by a teacher with her group of four-year-old children. State school “B” was attended by two representatives of the volunteer program who worked with a group of five-year-olds. The research tools were observation in the classroom from each group, questionnaires answered by the teacher and volunteers, individual interviews with each of them, and a documentary analysis of the pedagogical project of schools, pedagogical materials. The experiment was conducted in compliance with all ethical standards.

The analysis **resulted** in an understanding of the importance of such aspects as: duration and frequency of classes, the number of groups, lack of books for students and teachers, limited use of English by teachers and students; and the predominance of listening/speaking among other students' skills in both schools. The teacher and the volunteers jointly acknowledged this advantage, noting that different techniques were used. Each group of teachers tried to improve the learning process, taking into account the preferences of the students. The volunteers of school "B" followed the structured plan of the lesson according to the program, used various types of activities. In school "A" the teacher used one type of activity at the lesson. Although the group had four-year-old children, it did not have significant negative consequences.

According to the results of the study, it can be **concluded** that the approach proposed by the teachers is based on teaching English as a foreign language (EFL). The development of language education in Brazil has a long way, given the establishment of public policy on early childhood education system in combination with theoretical and practical researches used in the educational process.

KEYWORDS: Bilingual Education, Language Teaching, Teaching Methods, Education Policy, Early Childhood Education, Brazil.

INTRODUCTION

This study refers to a municipality situated in the south area of Brazil. It is the 9th most populous state, and the estimated population of 2018 is 180.000 inhabitants. When it comes to education, the attendance rates for children from 6 to 14 years old reached 97,1% in 2010, however, no data were collected concerning Early Childhood Education (ECE) (IBGE, 2010) and this database could not be updated in 2020, as expected, because of the COVID-19 pandemic period.

In terms of English teaching at this age, recent studies (Bortolotti, & Krause-Lemke, 2021) have shown that from a total of 23 private and 60 public schools currently accepting children under 6 years old, only 17 private institutions offer English classes, but not public ones.

A deeper analysis and comparison of both realities were possible to be traced due to a volunteer program holding a partnership

with a few public schools, but they are not recognized yet as formally offering the study of English once it is not an initiative of themselves. Also, there could be an interruption of classes at these schools at any time because there are no established rights for all those who attend public schools.

As it has been stated, the purpose of this paper is to identify the reality of Brazilian schools for teaching English through the study of a municipality, namely at its ECE which is still a stage that lacks public policies designated to educate these children in another language. The absence of national parameters allows public and private schools to reveal significant discrepancies, being mostly the latter where children can start learning English at an early age.

On the other hand, those families which cannot afford to pay school fees end up with no opportunities to teach English to their children before the beginning of the second

cycle in elementary school. As agreed on the National Education Guidelines and Bases Law (Brazil, 1996) it has become compulsory to teach a foreign language only in the 6th year (from the age of 11). There used to be no government directions on how to teach English before.

THEORETICAL FRAMEWORK

In territories where migration is a noteworthy aspect it has become popular to teach English as a Second Language (ESL), which means language usage goes beyond the classrooms and plays an important role on a daily basis. European countries exemplify this context, where students often show some previous knowledge of English before their first day at school.

Migration is not the only cause responsible for the popularity of English in such countries once education policies and geographical aspects come along as key factors and the magnitude of this language. According to the title this type of teaching received, English comes as an ESL or a second possibility further than a single mother tongue (Möller, & Zurawski, 2017).

In Brazil, despite its history of migration movements, the foreigners that decided to try a new life here in the XIX century could not find support to keep their own language but were forced to acquire skills in Portuguese to find better living opportunities. The variation of bilingualism found in Brazil was thus recognized as subtractive, meaning the replacement of a language by another one (Altenhofen, 2013).

A further aspect noticed about language teaching in this South American country is the relationship created between the apprentice and the content as unrelated or scarcely related. English is commonly taught as a Foreign Language (EFL) and becomes a target of severe criticism due to the failure tendency of educators to point to this

approach or simply the non-appearance of any connection (Graddol, 2006).

Exceeding the perspectives of EFL and ESL, nowadays bilingual education has become largely supported. According to García and Woodley (2014), this encourages teachers to use the language as a tool to learn any topic of interest, besides exploring exclusively the language itself. Surpassing subjects and academic contents, bilingual education also sustains a trajectory towards communicative, cognitive, and cultural advantages to the learners (Wei, 2007).

METHODOLOGY

This study was conducted as a quantitative proposal, is also classified as an experiment once it considers 2 schools as a reference to a whole municipality. It is understood that this perspective reveals its strengths while bringing detailed information about the reality but has also some weak points, mainly concerning the impossibility of generalizing the exact data of the participants as an overall situation.

In order to avoid biased results, the choice of the institutions was carried carefully (Lüdke, & André, 2013). School A is a private service located in a neighbourhood nearby the city center with its group of 4-year olds. School B, 5-year olds, is public and supported by a volunteer program from a private language school.

This paper adopts a triangular analysis for data generation while including the viewpoint of the teachers from schools A and B, the schools themselves, and the researchers' understanding of the phenomenon. The children were directly accessed but were part of the class observation, allowing the investigation of the pedagogical practices performed by the teacher.

Besides the observation of a class from each group/school, the teachers were invited to answer a questionnaire about their career and interviewed regarding their practice in class. School pedagogical project and any material used in the referred class were part of the data as well.

It is important to highlight that all required ethical standards were respected, including firstly the approval of the local committee on human experimentation. Schools were invited to take part and as soon as an acceptance letter was signed by them the invitations were given to the teachers.

From now on the teachers will be named teacher T (school A) and volunteers V₁ and V₂ (school B). T is a 40-year-old woman, a bachelor in tourism who started to teach English after being recognized for her knowledge at the language school she used to study. She has been teaching for 20 years and she has even got an extra licentiate degree course to help her improve practice.

The volunteers are 16-year-old students attending a high school, this experience is considered to be the first one in their professional life. At the period of data generation, they were about to complete a year as English teachers. This opportunity was proposed to them linked to a preparation course to improve their language skills and introduce the teaching aspects to them.

RESULTS

School A and B provide a weekly class lasting around 50 minutes for children from 4 years old. There were 18 students per classroom at school A, whereas in B there were officially 20 enrolled but 4 missed the observed class. T oversees the class planning of her group from the topic she will teach to how she will do so as opposed to the volunteers, who receive a guideline from the language school supporting the program.

Although V₁ and V₂ are free to decide how they will lead the class, they mentioned there were a few minor adjustments they did. At both schools, there were no official books to be followed, neither for the teacher/volunteers nor for the students but written activities were usually adopted. T added some information to the topics that are currently under discussion by the other teachers of the group.

She tried keeping an interdisciplinary environment, supported children's skills in English. The participants were directly questioned about their teaching method and the practices they adopted, however, none of them could name any approach or give detailed information regarding this theoretical issue.

The main comment T and the volunteers gave about their manner of teaching was to choose an approach to children, which they applied offering games, music, stories, and using props or other usual toys that belonged to their students.

As a language class, another topic of interest for researchers refers to how teachers and students make use of their mother tongue and the one in focus. As expected, the use of Portuguese still surpasses English in terms of frequency. The situations where English is mostly used are usually when the target vocabulary is presented or when involving previously studied popular topics (for example, colours and numbers).

The teacher and the volunteers often walked among the children while they were working on their activities and asked questions in English. Praises, greetings and classroom language are other examples of information that could be commonly exchanged in English.

The predominance of certain language skills over the others was noticed, especially the time spent on listening and speaking rather

than reading or even writing at schools A and B. A relevant strategy T, V1 and V2 mentioned was repetition, meaning the stimulation of children to repeat new vocabulary after them.

There was also a reference to the increase of the English language usage by the students comparing the beginning and the end of the academic year. Rephrasing was not the only technique used by the teacher and volunteers to help memorizing English words but also mistake correction. In both classrooms, whenever a child would make a mistake, there would be no formal or evident correction but rather a friendly repetition of the message with appropriate usage of English.

Towards the end of data generation, the teacher and volunteers were invited to share their daily professional challenges and issues. T and V1 mentioned the reduced number of hours to teach English, pointing out more weekly classes are necessary for children's development. V1 demonstrated a slight concern about behavioral problems mainly at the beginning of the year, stating that it decreased once she learned how to deal with the problems. Her partner V2 did not face any challenges.

On the contrary, T got satisfaction from children's participation in class and their learning potential, relating these to her motivation to work with this audience. She even confessed that at the beginning of her career she could not imagine herself as an ECE teacher but having gained this experience she felt self-fulfilled pointing out how smart and affectionate children were.

The volunteers shared the same feelings as the teacher. V1 also brought into evidence the subject itself as easy to be explored and requiring no deeper involvement with harder topics such as intermediate or advanced grammar. At last, V2 concluded that as they

used to be students from school B in the past they knew its culture, which helped them to understand how to deal with discipline in class.

DISCUSSION

This discussion starts with the age of the children involved in both schools and the inexistence of opportunities for younger ones. According to the literature (Nascimento, & Lira, 2018), there is a general disadvantage at ECE regarding children up to 3 years old, who tend to be less assisted in terms of learning than caring, although studies about language teaching and learning (O'muircheartaigh et al., 2013) reinforce the importance starting to promote another language at this age.

The frequency and duration of the English classes delivered to these groups are similar to the pattern found in most schools from the municipality (Bortolotti, & Krause-Lemke, 2021). Möller and Zurawski (2017) understand that the lack of policymaking affects the quality of English teaching at ECE, the schools and teachers have to decide on everything including how often and long the classes last.

However, the number of students per group is one of the few aspects that run under special rules, once it is connected to ECE entirely and not exclusively to English teaching at this stage. The state recommendation limits the number to 20 children per teacher, a condition that is observed in the study.

Researchers (British Council, 2019) collect evidence of the importance of smaller groups for language teaching and learning to improve communication in class. Larroza and Santana (2020) point to teacher demotivation in the case of overcrowded classrooms but no specific maximum number of students is detailed.

The quantity seems to be a subjective criterion regarding the teaching method. The interaction the volunteers have with the children passing by each desk while they work on their activities is an example of how to keep a closer contact.

The connection between the teachers of other disciplines and the English teachers was highlighted by T as it is also a matter of relevance for researchers in the education field. Passoni and Luz (2016) comprehend the choice of topics as an opportunity for children to understand English could be part of their real and daily lives. For Montero and Rodríguez-Chaves (2007) an interdisciplinary and communicative approaches are effective for learning.

Despite the fact of receiving a class plan set by the language school supporting the volunteer program, the structure of it and especially the variation of activities applied by the volunteers is worth mentioning. Highly appreciated for kids at this age, a big range of tasks to be performed in class increases the participation of children which in general tend to lose their focus when submitted to long-lasting exercises (Queiroz, & Carvalho, 2010). T does plan the classes all by herself and is also responsible for teaching alone.

These situations were difficult for her once she found it hard to use suitable activities for ECE. She said the internet was her main resource and that she could not expect school materials. An example of strategy she followed was making use of books in Portuguese for storytelling and its simultaneous translation. T admits that having a partner to count on would mean considerable help because she is nowadays forced to keep class plans simpler to be able to deal with the whole group.

At both schools, written activities seem to be proposed as a way of registering children's

progress and reporting it to their responsibilities. The use of paper and pencil is observed as a demand from adults rather than a necessity for children. Scheifer (2009) recognizes the parents as the final customers of a market called education, being educators in charge of serving them and answering their requests instead of working on what and how they learned should be more beneficial for students.

The theory does not appear to directly influence the practice of the teacher and the volunteers. When asked about it, no method was cited by them as a guide for their classes. Ur (2013) considers the independence of the educators from the methods as an advantage meaning freedom and autonomy to choose the pedagogical practices that suit each peculiar reality. The playful manner cited by the participants is in fact what researchers from the field of education refer to the most or, as Aquino and Tonelli (2017) classify, the most important feature while working with ECE.

Adding some entertainment while teaching young children is surely a recommended tool regarding the introduction of a language that sounds unfamiliar to them. Choosing the right way and time to approach them although not easy is an ability expected from the teachers (Souza et al., 2008).

By doing so, educators help children to feel more comfortable with the language, stimulating them to feel interested in trying to discover what others say, reproducing, and even making use of English. The first abilities that were reported to be used by the children from the study were listening and then speaking, the same Scaramucci et al. (2008) identified.

Besides the increasing use of English by the teacher, the volunteers, and the children throughout the year, is still considered as a practice to be worked on. The British Council

(2019) explains the lack of initiative from teachers as directly related to their graduation, which in Brazil tends to give not enough support for speaking.

The children are automatically affected by the low input and even though repetition is a strategy in use by the participants its use should be associated with an expanding discourse. Lighbown and Spada (2013) posit that besides echoing the speech produced by the students and making possible delicate adjustments more experienced teachers should add information to the conversation with longer and more elaborate sentences.

Another obstacle is the number of hours children have weekly, they lack active contact with the foreign language. Apart from the weekly hour at school, many children do not find further stimulation at home, especially those from public schools who cannot count on their parents' proficiency in English.

Bearing these external aspects in mind, the teachers and school are understood as not the only responsible for failure or success but part of a wider system. Education must be understood as a shared responsibility among policymakers, families, schools, and educators.

The concern about reduced hours of English classes appears not only related to children's slow improvement in listening or speaking but also connected to the difficulties T mentioned. Unfortunately, schools A and B are nothing but just other examples of a common reality found in terms of English teaching at ECE.

Garcia (2011) analyzed the opportunities Brazilian children have to study English and concluded there could be four types of them: at regular schools, language schools, bilingual schools, and international schools. The first represent the institutions from this study and are described by the author as

those which implement English classes earlier than assured and required by the current legislation.

It means they are proactive and decide to give their children an additional experience, facing the onus of no patterns to be followed. With no guidance or support, it was verified for example that the number of hours varies from 1 to 5 weekly, being school A and B results in part of the national average.

Leaving the quantity issues aside, Larroza and Santana (2020) write about the importance of the quality of the time spent at work. They associate teacher's satisfaction and motivation to work at ECE with the aspect referred by T, V₁, and V₂: positive and affectionate attitude of the children towards them and the knowledge.

Despite the unanimity found among the participants, the weakness of the study in terms of the number of participants has to be taken into consideration. It is highly recommended that further research include more schools from the municipality or enlarge the analysis to a regional, state, or even to a national perspective.

Further papers could also discuss enhancing language classes to English teachers as part of their ongoing training. Despite the fundamental knowledge acquired while undergraduate, graduate teachers deserve continuous support to reinforce and expand their teaching and language skills. A final piece of advice for upcoming research involves considering the success of teaching English at an early age.

The demand for proficient children will require from their teachers as they make progress in their path of studies has to be taken into consideration in advance. If leaving ECE with significant basic interpersonal communication skills becomes a reality, consequently elementary school and high school curriculum will have to be

submitted for a review. Content and language integrated learning has been under discussion as a field of study that goes beyond an ordinary trend to become an authentic claim.

CONCLUSIONS

This paper was meant to evidence the offer of English classes at ECE in a south Brazilian municipality, considering this as an additional proposal some schools choose to provide although not a must imposed by any national legislation.

The results demonstrate the pedagogical practices are part of an EFL approach when the language being taught is still kept distant from the student's reality. There was a lack of indication of ESL by its usage besides school or connected to their routine and the teaching parameters did not reflect a bilingual education understanding.

Brazil has a long path towards the implementation of bilingual education, namely at ECE. There is a gap in terms of

published papers, probably due to the lack of practices.

The current perspectives of teaching show signs of an answer to the market of education, including English in their curriculum to attract parents to a so-called necessary skill in a globalized world, with limited concern about the real development of children in terms of this language.

As mentioned previously, this has to be a shared responsibility among several agents from politicians to parents, including teachers without turning them into the main agents.

As well as Lima, Borghi and Souza (2019) we agree that the absent legislation directly affects the condition of teaching English at ECE, a fact that led our interest to collect data about ongoing practices in this limited scenario. There is no intention to list them as a script, a fixed class plan but rather support future policies and studies or, mostly, to contribute with teachers in charge by inspiring them to reflect on their practice.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В ДОШКІЛЬНІЙ ОСВІТІ: ОПИС ПЕДАГОГІЧНОЇ ПРАКТИКИ, ПРИЙНЯТОЇ В МУНІЦИПАЛІТЕТІ НА ПІВДНІ БРАЗИЛІЇ

Мета цієї розвідки – дослідити викладання англійської мови в системі дошкільного навчання в муніципалітеті на півдні Бразилії. Країна не погодилася зробити викладання англійської мови обов'язковим для цього віку, але деякі приватні школи запровадили вивчення англійської мови.

Що стосується **методології**, то було проведено експериментальне дослідження у школах «А» і «Б». Приватну школу «А» представляла вчителька зі своєю групою чотирирічних дітей. Державну школу «Б» відвідували два представники волонтерської програми, які працювали з групою п'ятирічних дітей. Інструментом дослідження було спостереження в класі від кожної групи, анкети, на питання яких відповідали вчитель та волонтери, індивідуальні бесіди з кожним із них та документальний аналіз педагогічного проєкту шкіл, педагогічних матеріалів. Експеримент проводився з дотриманням усіх етичних норм.

Результатом аналізу стало розуміння важливості таких аспектів, як: тривалість та частота занять, чисельність груп, відсутність книги для учня та вчителя, обмежене використання англійської мови вчителями та учнями; а також переважання аудіювання / усного мовлення серед інших навичок учнів обох шкіл. Учитель та волонтери спільно визнали таку

перевагу, зазначивши при цьому, що були застосовані різні методики. Кожна група викладачів намагалася поліпшити процес навчання, враховуючи уподобання учнів. Волонтери школи «Б» дотримувалися структурованого плану занять за програмою, використовували різні види діяльності. У школі «А» вчитель застосовував один вид діяльності на уроці. Хоча в групі навчалися чотирирічні діти, це не мало суттєвих негативних наслідків.

Згідно з результатами дослідження можна зробити **висновок**, що запропонований учителями підхід базується на викладанні англійської мови як іноземної (EFL). Розвиток мовної освіти в Бразилії має довгий шлях, враховуючи встановлення державної політики щодо системи дошкільного навчання у поєднанні з теоретичними й практичними дослідженнями, які застосовуються в навчальному процесі.

КЛЮЧОВІ СЛОВА: двомовна освіта, викладання мови, методи викладання, політика освіти, дошкільна освіта, Бразилія.

RESUMO / ANOTAÇÃO / ABSTRACT [in Portuguese]

O ENSINO DE INGLÊS NA EDUCAÇÃO INFANTIL: DESCREVENDO AS PRÁTICAS PEDAGÓGICAS ADOTADAS EM UM MUNICÍPIO DO SUL DO BRASIL

O **propósito** deste estudo é a investigação da oferta de inglês na Educação Infantil (EI) de um município do sul do Brasil. A oferta da língua para estas crianças não representa uma obrigatoriedade no país embora algumas escolas tenham adotado esta prática, especialmente as privadas.

A respeito da **metodologia**, conduziu-se um estudo de caso com a escola A, privada, a professora e o grupo de 4 anos e a escola B, uma escola pública assistida por um programa de voluntariado, as 2 voluntárias e o grupo de 5 anos. Os instrumentos consistiram em uma observação de aula de cada grupo, um questionário respondido pela professora e pelas voluntárias, uma entrevista individual com cada e a análise documental do projeto político pedagógico e dos materiais pedagógicos. Todos os requisitos éticos foram cumpridos.

A análise **resultou** no entendimento de que a duração e a frequências das aulas; o tamanho das turmas; a ausência de livros do aluno e do professor; o uso limitado do inglês pelos educadores e pelos alunos; e o predomínio das habilidades de escuta e fala das crianças em relação às demais eram iguais entre as escolas. A professora e as voluntárias também demonstraram um depoimento parecido ao não denominar teorias ou métodos de ensino em uso. A respeito das dificuldades vivenciadas, cada uma citou um aspecto diferente, no entanto quanto aos elementos positivos as três apontaram o estilo afetivo das crianças. As voluntárias da escola B seguiram um plano de aula estruturado fornecido pela escola de idiomas responsável pelo programa voluntário. Esta aula foi composta por atividades variadas enquanto a professora da escola B planejou uma única atividade para a aula. Os grupos tinham um ano de diferença entre si, mas este fato não trouxe implicações para o estudo. De acordo com os resultados é possível **concluir** que a abordagem proposta pelos educadores reflete o ensino de inglês como uma língua estrangeira.

O ensino de línguas no Brasil tem uma longa jornada a ser percorrida, incluindo o estabelecimento de políticas públicas para a EI combinadas com pesquisas para suporte da teoria e da prática em sala de aula.

PALAVRAS-CHAVE: *América do sul, educação bilíngue, educação pré-escolar, ensino de línguas, métodos de ensino, políticas públicas em educação.*

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INFORMATION AND DIGITAL COMPETENCE AS A KEY DEMAND OF MODERN UKRAINIAN EDUCATION

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ABSTRACT

Nowadays, digitalization in education is a digital transformation that is not a trend but a requirement of the times. Thus, the main task of teaching is the introduction of digital technologies, which provide education improvement, accessibility and efficiency, training the young generation for life in the digital society. Digital technologies are changed, in turn, it requires students and teachers to improve their knowledge, skills and to focus on the development. Information and digital competence in the education process helps teachers to teach the content effectively using the latest means that contribute to the achievement of the best results. With the development of key competencies, as an information and digital one, there is an urgent need to form it in the process of learning.

The article is devoted to the problem of analyzing the meaning of the term “information and digital competence” in the conditions of modern Ukrainian education.

The **purpose** of the article is to explore the term “information and digital competence” in scientific and pedagogic literature.

To achieve the purpose the general theoretical scientific **methods** are used such as analysis, synthesis and systematization of researchers' works as for terms: “competence”, “information competence”, “digital competence”, “information and digital competence”; logical-systemic, problem-targeted, comparative analyses as for theoretical basics of components of information and digital competence.

*There are some research **results**. The detailed analysis of terms that are related to the definition “information and digital competence” is made, and the stages of their development are considered. The particular attention is paid to the main competencies for learning.*

*Based on the analysis of scientific and pedagogical literature, we can **conclude** that the information and digital competence of specialists in various fields is an urgent issue in pedagogical science.*

KEYWORDS: *Digital Competence, Information Competence, Key Competence, Students.*

INTRODUCTION

In the times of total informatization of human life, education faces new requirements that are put forward. This triggers modernization and constant changes in the educational process. Various aspects of the introduction of digital technologies in the educational process of the educational institution and related formation and development of relevant competencies are the highly topical issue as part of modern education reform in Ukraine.

It is beyond the argument that total digitalization of the educational process puts forward new requirements for education. In connection with this a modernization of education and constant changes in the educational process may be observed, which are specified in the national education regulations, namely: National Strategy for the Development of Education in Ukraine until 2021, the Law of Ukraine on Education, “New Ukrainian school” Concept, etc.

These regulations stipulate that ensuring a high quality of education of citizens and creating conditions for the development and self-actualization of each individual is the main purpose of the Ukrainian educational system. The modern Ukrainian education system is associated with the transition to a

new educational paradigm, based on a competency-based approach.

Teachers’ training universities are focused on the formation of the necessary competencies in young people. This makes the concept of competence of future professionals a relevant issue. It is the formed competencies that determine the readiness of the future specialist for further independent life, work, development, and active civic stance. Proceeding from the modern labour market characteristic aspects, the priority qualities of the future specialist include mastering information and digital technologies that meet the needs of modern society.

THEORETICAL FRAMEWORK

To define the concept of “information and digital competence” using particular terms: “competence”, “information competence”, and “digital competence”.

PURPOSE

The paper aims to analyze the subject matter and content of the term “information and digital competence” in academic and pedagogical publications.

OBJECTIVES

To determine the notion of the terms: “competence”, “information competence” and “digital competence”; to analyze the classification of key competencies; to

describe the elements of digital and information competence.

METHODOLOGY

To achieve the purpose the general theoretical scientific methods are used such as analysis, synthesis and systematization of researchers' works as for terms: "competence", "information competence", "digital competence", "information and digital competence"; logical-systemic, problem-targeted, comparative analyses as for theoretical basics of components of information and digital competence.

RESULTS

Needless to say, academic and pedagogical publications contain different approaches to the definition of "competence". This term was in use as early as the last century. In attempts to find an interpretation of the content and subject matter of this concept, we have identified certain criteria. However, only recently this concept has been increasingly taking the attention of researchers in the area of future professionals training.

Let's start with the analysis of regulatory documents. According to the Law of Ukraine on Education, "competence is a dynamic combination of knowledge, skills, abilities, modes of thought, attitudes, values, other personal qualities that determine a person's ability to successfully socialize, conduct professional and/or further educational activities".

Major international organizations pay attention to the concept of "competence", namely UNESCO interprets this concept as a combination of knowledge, skills, values and attitudes applicable in everyday life.

Experts of the European Union define competence as the ability to apply knowledge and skills that ensure the active application of educational achievements in

new situations. DeSeCo experts (Definition and Selection of Competencies: Theoretical and Conceptual Foundations), which has been operating since 1997, suggest interpreting competencies as the ability to successfully meet individual or social needs, carry out activities or perform tasks.

Each competence is based on a combination of mutually consistent cognitive attitudes and practical skills, values, emotions, behavioural components, knowledge and skills, all that can be mobilized for active action (Rychen, & Salganik, 2002, p. 8).

The International Board of Standards for Training, Performance and Instruction (IBSTPI) defines "competencies as the ability to conduct activities, perform tasks or work in a competent manner. In addition, the concept of competence includes a set of knowledge, abilities and attitudes that make it possible for the individuals to act efficiently or perform certain functions aimed at achieving certain standards in the professional area or certain activities" (Spector, & Teja, 2001, p.2).

As it follows from the analysis of academic sources, the question of competence arose a long time ago. As it is known, "competence" is a structured set of knowledge, skills, abilities, and attitudes acquired in the course of learning, through which a person defines, i.e. identifies and solves, regardless of the context (situation), the problems typical of a certain area of activity.

A large number of educators, scholars, and researchers consider the concept and subject matter of competence through personal qualities, as an actualized, integrative, intellectually and socioculturally conditioned integrated personal quality of an individual based on knowledge, which is manifested in personal activity and behaviour, as well as in its interaction with other people in solving various tasks.

According to the analysis of pedagogical literature, competence is not only professional knowledge, skills, and experience in the speciality, but also attitude to work, determined (positive) inclinations, interests and aspirations, ability to use knowledge and skills efficiently, as well as personal qualities to obtain the desired result in a particular job in a particular occupational situation.

Therefore, given the above analysis, it is certain that competence is a multifactorial quality of the future specialist. Based on this, we can agree with the International Board of Standards for Training on the definition of “competence” that it is not only a combination of knowledge, skills, values, and attitudes but also the ability to apply them in professional and everyday life (Spector, & Teja, 2001).

Summarizing all the above said about the subject matter and analysis of the concept of competence, in this paper we will consider it using the “general – personal” criterion. From this perspective, competence is a personal quality with an integrative effect and a willingness to perform the necessary professional actions.

Thus, the analysis of the concept of competence provided an opportunity to consider the importance of implementing a competency-based approach into the educational process in the institutions of higher pedagogical education.

As is commonly known, the concept of a competency-based approach in education at the present stage of reforming the education sector is the basis of innovation. The competency-based approach in Ukraine is an entirely natural process and corresponds to the changes in the educational sector.

In the scope of our study, the substantiation of the factors of the emergence of the competency-based approach in education is

worthy of special mention. An important strategy to modernize education in many countries today is to update the content of education and learning technologies, reconciling them with modern needs.

The curricula should be focused on the competency-based approach; the effective mechanisms for its implementation should be developed; and devote attention to updating the content of education, creating new programs, and updating the educational and methodological base.

According to that, most educational systems of economically developed countries with high educational rates develop this approach due to such factors as the transition to a new form of modern society; the need for higher standards in the education system; integration of educational systems into the world educational system; the need for new component knowledge necessary for a successful life in society.

Thus, the analysis of academic and pedagogical literature suggests that the purpose of the competency-based approach is learning, education, training of future professionals in various areas of the relevant level and profile, which will be competitive in the labour market, i.e. competent workers who not only have excellent skills in their profession, but know their way around in related areas of activity, and are ready for constant professional growth, social and professional mobility.

It should be emphasized that there is an opinion among scholars about the need to choose a limited set of competencies that are most important, integrated and fundamental. The issue of choosing key competencies has recently caused an extensive discussion among both Ukrainian and foreign experts.

It is worth noting the considerable experience of the European Parliament and

the Council of the European Union, which on 17 January 2018 approved the framework of the Key Competences for Lifelong Learning, which is currently one of the latest modern European strategic documents developed by the European Community of countries which create educational standards.

Therefore, the recommendation identifies eight key competences people need for personal life, healthy and sustainable lifestyles, employment, active civic stance, and social inclusion, namely: literacy; language competence; mathematical competence and competence in science, technology and engineering; digital competence; personal, social and educational competence; civic competence; entrepreneurial competence; cultural awareness and expression competence.

The Organization for Economic Co-operation and Development (OECD) also examines in detail the implementation of key competencies in the content of education. It is the OECD member countries that have established that the theoretical and conceptual foundations of competencies, knowledge, and skills have not been sufficiently explored.

In order to define the above concepts, a group of experts from various areas of

education, business, labour, health, representatives of international, national and educational institutions launched the program "Definition and Selection of Competencies: Theoretical and Conceptual Foundations" abbreviated as "DeSeCo" (1997). The DeSeCo program summarizes the experience of many countries in identifying and selecting key competencies (Rychen, & Salganik, 2002).

Thus, according to OECD representatives, key competencies enable individuals to participate productively in many social spheres and make a significant contribution to the development of the quality of society and personal success, which can be applied to many areas of life.

Key competencies are the main set of the most general concepts that should be detailed in the complex of knowledge, skills, abilities, values, and attitudes in the areas of study and life. One of the generalizations was the definition by the OECD representatives of three categories of key competencies as a conceptual framework, namely: acting autonomously; using tools interactively; interacting in heterogeneous groups (Rychen, & Tiana, 2004).

For convenience, we offer a table presenting the classification of key competencies as defined by the OECD (Table 1).

Table 1

Classification of Key Competencies as Defined by the OECD

Categories	Acting autonomously	Using tools interactively	Interacting in heterogeneous groups
CRITERIA	The ability to protect and care for the responsibilities, rights, interests and needs of others.	Ability to use language, symbols and texts interactively.	Ability to resolve conflicts.
	Ability to make and implement plans and personal projects.	Ability to use knowledge and information literacy.	Ability to cooperate.
	Ability to act in a considerable/broad context.	Ability to apply new interactive technologies	Ability to interact successfully with others.

Analyzing the categories of key competencies presented by OECD experts, we believe that the main one to define the basic concept of information and digital competence for our work is “The ability to use tools interactively”, which is a set of knowledge, skills and abilities to work with information and communication technologies (hereinafter referred to as “ICT”), which is the main element of information and digital competence.

According to the educational reform, we find the “New Ukrainian School” concept interesting, which also identifies 10 key competencies, the content of which determines the implementation and development of personality, active life position, inclusion, employment and the ability to ensure the success and implementation of lifelong learning (Hrynevych et al., 2016), namely:

1. Communication in the official (and if different in native) languages;
2. Basic competencies in natural sciences and technologies;
3. Information and digital competence;
4. Lifelong learning ability;
5. Communication in foreign languages;
6. Initiative and entrepreneurial attitude;
7. Mathematical competence;
8. Awareness and self-expression in culture;
9. Environmental literacy and healthy living;
10. Social and civic competence.

It should be noted that based on the results of the Ukrainian scholars’ works a list of key competencies was also suggested, namely: educational, civic, cultural, informational, social, health caring, which are detailed in the complex of knowledge, skills, abilities, values, attitudes, capabilities in domains of study and life of students.

The key competencies are the ability of a person to perform complex multifunctional, multidisciplinary, cultural activities, efficiently solving current individual and social problems.

Based on the analysis of the existing variety of definitions of “key competencies”, we believe that it is a set of knowledge, abilities, qualities that must be mastered in school for further development of independent and competitive personality in higher education institution, who can choose profession thereafter and be confident in oneself and one’s profession.

Thus, based on the analysis of the academic publications, we found that international and Ukrainian experts have the same view on the list of key competencies. All experts identify key competence related to the area of ICT refer to it as information, digital, information and communication, and information and digital competence.

According to new changes and requirements to the profession of the future specialist and for a better understanding of current trends in the educational process, we will analyze and disclose the subject matter and content of the concept of information and digital competence in our thesis, including the terms: “information competence”, “digital competence”, and “information and digital competence”.

Therefore, information and digital competence is a confident work with information using various means of information and communication technologies and responsible use and interaction with digital resources in the educational process.

It should be noted that continuous use of digital technologies, starting from childhood, shapes a society, which, in our opinion, is based on the mass engagement of digital technologies. We see that the

emergence of digital technologies has contributed not only to the change, supply, processing, analysis and retrieval of information, as alternative information sources have appeared but also to the emergence of professional technical competencies that shape digital technology skills and abilities.

One of the main tasks of our study is to consider the formation of information and digital competence of future foreign language teachers, which includes other technical competencies, one of which is information competence.

The analysis of the subject matter of the concept of “information competence” is found in the works of many national and foreign scholars.

Based on the analysis of the academic publications, we concluded that scholars have not found a common understanding of this concept. The concept of “information competence” has different approaches to the definition.

Information competence is studied by researchers in two senses, both broad and narrow. In a broad sense, it is the ability to carry out analytical processing of information, apply information technology, solve search and information problems, using library resources as an information retrieval system, and interact with information using information technology. In the narrow sense, it is the ability to use technical and methodological tools of information technology to search, process, present, and transfer information.

Kostikova and Miasoiedova (2019) consider information competence “as the possession of ICT means, information search on the Internet, the use of electronic dictionaries and catalogues, as well as any search for information using media and work in

various search engines, and critical analysis of the information found”.

It is common knowledge, that information competence is the ability to perform information activities efficiently (in solving professional problems in everyday life) using ICT, which involves information competence available and formed readiness (which includes personal qualities) to solve relevant tasks taking into account the experience gained, with the possibility of independent organization of own activities, implementation of self-control and awareness of personal role in their implementation and possible consequences of its implementation.

Analyzing this competence Ukrainian scholars point that information competence is an integrative formation of personality, which reflects its ability to identify information needs, search for information and work efficiently with them in all their forms and representations, both in traditional, printed form and in electronic form; ability to work with computers and telecommunications technologies, and the ability to apply them in professional activities and everyday life.

IT is a proven ability of an individual to use information technology for guaranteed communication and mastery of the material to meet own individual needs and social requirements for the formation of general and professional competencies (Chernenko, 2019; Kostikova, & Miasoiedova, 2019).

Summarizing these various academic approaches to interpretations of the concept of “information competence”, we give concrete expression to the basic concept of our research. Thus, in our work, information competence is the first element of information and digital competence, namely an integrative dynamic characteristic of the individual, which includes skills in working

with information (analysis, transformation, search, etc.) and information technology, as well as special knowledge, skills, and abilities necessary for the reasonable choice and their best use when solving educational and professional problems amidst digitalization and requirements of a society.

We consider it necessary to emphasize that it is important for further use in our research to clarify the subject matter of the concept of “information”, which underpins the development of all areas of human activity. We have no doubt that increasing globalization of learning processes in Ukraine requires the information and communication system, which, in turn, promotes the exchange of large scope of information.

Naturally, the term “information” is quite controversial in science. Despite its extensive use, it has changed many times, and the boundaries of the concept have both expanded and narrowed.

As is commonly known, the term “information” derives from the Latin word “informatio”, which means explanation; presentation of facts, events; explanation; concept; studying.

The Law of Ukraine “On Information” specifies information as “any information and/or data that can be stored on physical media or displayed in electronic form”.

The Merriam-Webster dictionary (Merriam-Webster, Inc., former name G & C Merriam Company) defines information as communication or the acquisition of knowledge or intelligence; knowledge gained from the investigation, study, or instruction.

There are many definitions and interpretations of this term depending on the area of human activity, but many researchers have concluded that finding a

common definition of “information” is impossible.

Certainly, the absence of a single interpretation of the content of the concept under discussion is explained by the fact that “modern definitions of the category of “information” try to reflect the philosophical essence at first, and then the most important features of social relations”.

Analyzing the various definitions of “information” it should be noted that it is not only data or information but also a leading component that enables comprehensive development in all areas of human activity and is the main impetus in the formation of modern information and developed society.

The information society is a modern stage of human development, when using information and communication technologies it is possible to receive, process and disseminate information, and the state must ensure a high-quality level of informatization of all industries.

Taking into consideration the formation of the information society, scholar Novytskyi (2011) defines the following features of humanity’s transition to the information society era, which are quite natural, namely: information, technology, network, methodological, sociological, cultural, prognostic, epistemological, administrative-political, synergetic, and institutional features.

This analysis shows that the main in the information society are people, information, and information and communication technologies.

It should be noted that it is important for our study to understand the concept of “digital competence”, which is the second important element of information and digital competence.

Having analyzed the existing interpretations of digital competence, it can be said that there is no single concept for defining this type of competence among scholars. In most cases, two terms are used as synonyms: “digital competence” and “digital literacy” (Chernenko, 2019).

As it is commonly known, in 2018, the Commission of the European Parliament and the Council of the European Union adopted updated Council Recommendation on Key Competences for Lifelong Learning. Digital competence is one of the eight key competencies, which is treated as confident, critical and responsible use of digital technologies for learning, work and participation in society and interaction with it.

It includes information and information literacy; communication and cooperation; media literacy; creation of digital content (including programming); security (including digital well-being and competencies related to cybersecurity); intellectual property issues; ability to quickly solve problems and skills of critical thinking.

In 2018, with the support of the International Visegrad Fund and the Ministry of Foreign Affairs of the Kingdom of the Netherlands, the implementation of the international project was launched (Kalinin, 2018). The project points out the general competencies of teachers for the professional and pedagogical profile, where digital competence is considered profoundly.

So, the digital competence of the teacher involves the use of ICT during professional training and creating new information resources. Also, their availability changes the traditional model of the teaching and learning process, creates conditions for the development of a multi-component

educational model, interactive virtual environment and more.

Considering the above, the competence of a high school teacher to work with information on the basis of critical thinking, the use of ICT and the creation of new information resources needs further development. The subject matter of this process is to expand the teacher's understanding of the information environment, introduce new information trends and opportunities for their use to the teacher.

According to foreign scholars, digital competence is the technical skills needed to use digital technologies, the ability to use digital technologies to work efficiently in various activities for learning, education, and everyday life in general, the ability to critically evaluate digital technologies, and motivation, to participate in digital culture (Ilomäki et al., 2016; Vuorikari et al., 2016).

The authors of the Digital Competence Framework for Citizens (DigComp 2.1) note that digital competence is the ability to use digital media and ICT, understand and critically evaluate various aspects of digital media and media content, as well as be able to communicate efficiently in different contexts (Carretero et al., 2017).

Norwegian framework for professional digital competence of teachers (Professional Digital Competence Framework for Teachers) contains seven components: subject and basic skills, school in society, ethics, pedagogy and subject didactics, leadership in the educational process, interaction and communication, change and development. Each component described through knowledge, skills and competencies (Kelentrić et al., 2018).

Foreign scholars give a quite smart interpretation of digital competence as a set of knowledge, skills, attitudes (including

abilities, strategies, values and awareness) necessary for the use of ICT and digital media to perform tasks; solve problems; for communication; information management; cooperation; creation and distribution of content; building knowledge efficiently, productively, adequately, critically, creatively, independently, flexibly, ethically, reflexively for work, leisure, joint activities, learning, communication, meeting consumer needs and providing opportunities for the exercise of rights (Martin, & Grudziecki, 2006).

Thus, considering common features of the above interpretations, all previous

definitions can be summarized in the wording published by the European Research Center, where digital competence is understood as information and media literacy; communication and cooperation; creation of digital content and responsible use of digital technologies (Redecker, & Punie, 2017).

So, to share the experience, I'd like to show some ICT tools I used with my students during the practice of teaching English in 2021. They are Canva, Kahoot, Prezi, Learning Apps (Fig.1).

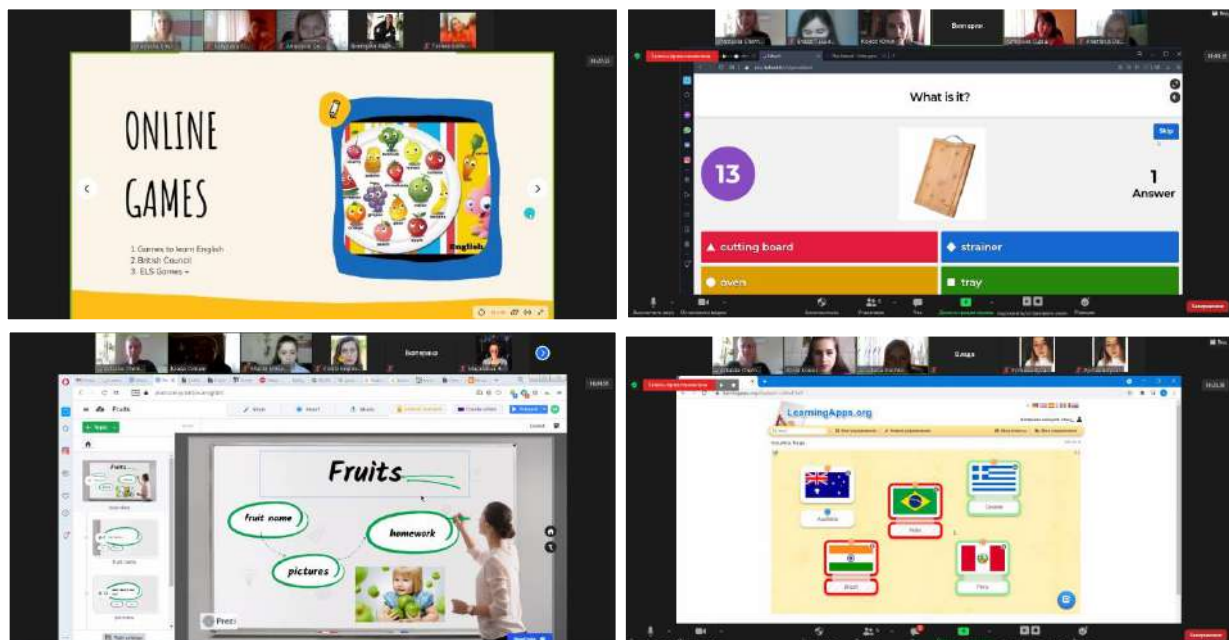


Figure 1. *The practice of teaching English using ICT tools*

DISCUSSION

In considering the nature of general information and digital competence, we support the point made by Janssen et al. (2013) whose comment that digital and information competence clearly involves more than knowing how to use devices and application which is intricately connected with skills to communicate with ICT, as well as information skills.

Sensible and healthy use of ICT requires particular knowledge and attitudes regarding legal and ethical aspects, privacy and security, as well as understanding the role of ICT in society and a balanced attitude towards technology.

However, most scholars define information and digital competence as a set of skills, abilities and knowledge in the area of ICT and reflect the diversity of its elements, as well as its crucial role in the development of

the personality of the future specialist (Ilomäki, et al. 2016).

Due to its nature, we would like to note that amidst the formation of digital society, information and digital competence deserves special attention as an integrated element of the modern specialist, ensuring the productivity of its activities in various areas.

Based on the requirements of the latest reforms, information and digital competence allows solving problems in various areas of human activity on the basis of the ability to search, process information using digital technologies.

Thus, our analysis of the subject matter and content of the concept of “information and digital competence” in the academic and pedagogical publications is important for our study.

In our study, the concept of “information and digital competence” will be considered based on the interpretations of the concepts of “information competence” and “digital competence” provided above.

CONCLUSION

Therefore, based on the analysis of academic and pedagogical publications, it can be concluded that the information and digital competence of specialists in various areas is a pressing issue in pedagogical science.

The academic community discusses the subject matter of the concept of information and digital competence. We found that the structure of information and digital competence is understudied. This necessitates further clarification of the structural-component analysis of information and digital competence.

CONFLICT OF INTERESTS

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ІНФОРМАЦІЙНО-ЦИФРОВА КОМПЕТЕНТНІСТЬ ЯК КЛЮЧОВА ВИМОГА СУЧАСНОЇ УКРАЇНСЬКОЇ ОСВІТИ

Сьогодні, диджиталізації в освіті являє собою цифрову трансформацію, яка є не трендом, а вимогою часу. Таким чином, головним завданням навчання є впровадження цифрових технологій, які забезпечують удосконалення навчально-виховного процесу, доступність та ефективність освіти, підготовку молодого покоління до життєдіяльності у цифровому суспільстві. Цифрові технології змінюються, що в свою чергу потребує від студентів та викладачів вдосконалення своїх знань, вмінь і постійного розвитку. Інформаційно-цифрова компетентність в освітньому процесі допомагає викладачам реалізувати ефективне викладання матеріалу, використовуючи цифрові технології, які сприяють досягненню найкращих результатів. З розвитком ключових компетентностей, а саме

інформаційно-цифрової, виникає нагальна потреба – її формування у процесі навчання. Стаття присвячена проблемі аналізу сутності та змісту поняття інформаційно-цифрової компетентності в умовах сучасної української освіти.

Метою статті є дослідження поняття «інформаційно-цифрової компетентності» у науково-педагогічній літературі.

Для досягнення мети використано загальнонаукові **методи** теоретичного рівня: аналіз, синтез і систематизація праць авторів із проблеми дослідження поняття «компетентність», «інформаційна компетентність», «цифрова компетентність» та «інформаційно-цифрова компетентність»; логіко-системний, проблемно-цільовий, порівняльний аналіз з метою теоретичного обґрунтування особливостей інформаційно-цифрової компетентності.

Результати дослідження: у роботі зроблений ретельний аналіз термінів, що стосуються поняття «інформаційно-цифрова компетентність»; описані основні етапи розвитку цих понять; розглянуті та описані найбільш затребувані компетентності для навчання.

На основі аналізу науково-педагогічної літератури можна дійти **висновку**, що інформаційно-цифрова компетентність фахівців різних галузей є нагальним питанням у педагогічній науці.

КЛЮЧОВІ СЛОВА: цифрова компетентність, інформаційна компетентність, ключова компетентність, студенти.

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PECULIARITIES IN DISTANCE LEARNING OF FOREIGN LANGUAGE USING MOODLE PLATFORM

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ABSTRACT

*This article gives an overview of Moodle Learning Environment, what it involves, how it can benefit your teaching. The **purpose** is to clarify the appropriate way to reform education and to increase the learning effectiveness, create and introduce the advanced educational systems and technologies. Information and communication technologies have been adopted in education through online learning environments “platforms” and are used worldwide to offer complete courses, or even entire programmes in e-learning mode.*

*Theoretical and **methodological** base of the research in distance learning is raising the level and quality of methodological, didactic and information-related support of organizing the educational process for students and teachers. Technically, e-Learning system is constructed on the basis of a wide range of software products. As a methodological basis during this study, a descriptive method is employed that permits to look at the issues and advantages of distance learning from different sides. Besides general scientific methods of study, comparison and generalization are utilized in the article.*

*The **results** are the following. Nowadays, studying has essentially speeded the implementation of various forms and technologies of the e-learning, search for efficient methods of studying, has provoked the necessity for teachers to reinforce their level of mastering information and communication technologies, especially using the Moodle platform. Its main advantages are open, and free access, user-friendliness, tons of activity types aimed toward improving motivation and the*

interest of teachers, students. The article pays much attention to the peculiarities of using the platform also as offers several solutions for reported issues.

*Thus, it is **concluded** that distance learning allows solving a variety of primary problems, which modern society poses to studying, and meets the requirements, and opportunities of recent students. But, like all tools, distance learning has its own strengths and weaknesses.*

KEY WORDS: Moodle, Platform, Course, Virtual Learning Environment (VLE), Blended Learning (BL), Foreign Language, Distance Learning, Information and Communication Technologies (ICTs).

INTRODUCTION

Globalization has become a widespread idea in national and international issue in the 21st century. The use of Information and Communication Technologies in educational process provide expanding access, eliminate distance and increase the quality of education in terms of learning. In general, ICT are a set of different technological tools and resources, use to communicate, develop, spread, save and manage information.

Within the educational context, ICT promote digital literacy by generating essential skills and abilities. The effectiveness and motivation for e- learning are higher than providing traditional methods of learning. New prospects and possibilities for teaching and learning are opened.

The relevance of the study of the problem of using ITC in the educational process, especially in the study of foreign languages is due to the socially recognized need to improve pedagogical system and increase its competitiveness.

According to the latest statistics, the number of people teaching English, doubled in 10 years; more people are talking now English as a non-native language rather than a native language. This fact is due to growing computerization of society, because

in the latter years of learning English are inextricably linked to use the latest information technologies.

Professionally and correctly selected software can develop all types of speech activities:

- audio programs provide an opportunity not only to improve pronunciation skills, but also accompanied by visualization;
- using special programs to improve speech (pronunciation, intonation, rhythm and speed of pronunciation), students can record their pronunciation and compare it with the pronunciation of native speakers;
- there is software for reading skills which includes a wide range of tasks;
- writing and literacy programs that include assignments from beginner to professional levels designed to shape skills of writing research papers, works, grammar exercises and even business projects.

An appropriate way to reform education and to increase the effectiveness of learning is to design, create and introduce the advanced educational systems and technologies. Information and communication technologies have been adopted in education through online learning environments “platforms” and are used worldwide to offer complete courses, or

even entire programs in e-learning mode. With the Web-based educational technologies, the quest of better, more flexible but still manageable learning environment has continued.

This is a generation that has never known a world without Google, the Internet or even smart electronic devices. Technology is at the essence of their lives, affecting every aspect of their day-to-day experiences and influencing their decisions like google assistance google map, etc.

Nowadays basic needs and essential requirements of the students are to learn effectively, using systems that fully embrace the potential of digital learning. Moreover, Information and Communication Technologies are crucial part of their educational experience.

The Internet has become the way of learning that gives the access to education for free, or for fewer costs for people all around the world. Today, the use of web is unavoidable for both Lecturers and students (Khusainova, 2013). Online courses are becoming more and more obligatory for spreading knowledge.

Thus, lecturers should think about this trend in educational process and be prepared technically and pedagogically to take online teaching in consideration. In turn, students need to get adequate skills that will help them effectively benefit from the advantages which e-learning is providing (Belyayeva, 2013).

A number of proprietary products are offered commercially, a noticeable trend in the sphere of Virtual Learning Environments (VLEs) is the development of Open Source Course Management Systems, an example of which is Moodle (Jonassen, 2011).

Moodle was originally developed by Martin Dougiamas to assist lecturers create online courses with attention on interaction and collaborative construction of content, and is in continual evolution. The primary version of Moodle was released on 20 August 2002.

He hooked to the thought of Moodle remaining free: "It feels wrong to place a price on educational software. Not only does it open up experimentation and contributions from the community, but software costs nothing to duplicate once we've got written it. I like better to find other ways to fund development" (Belyayeva, 2013).

Moodle is free to download, to install, to host, to update with latest developments, and to use for educational and communicational purposes. Its aim is to provide the educator with tools supporting creative design and to establish and maintain active online learning communities. The constructivist model of learning implies that knowledge is not transferred but is created by the learner (Bodnar, 2014).

With Moodle, it is created learning spaces called 'courses'. Each course has its own set of resources and activities, called 'modules' in Moodle, and may be customised in terms of organization and appearance.

All marks are often stored within the Moodle grade book. The built-in Chat module may be a handy teaching tool for groups of scholars working with or without the Lecturers who have access. You will also determine deadline access to courses. Students also are liberal to access those tasks when it suits them.

Information available on Moodle provides tons of data about the student's usage of the platform and also about their performance. This information is often obtained for one person, for a whole group of individuals or

maybe for all the scholars at a worldwide level.

On a private basis, the teacher can know all the activity administered by each student within the platform: number of visits, time spent doing each task, scores, etc. Moodle also automatically calculates some indicators that give a thought about the problem of various activities. This information can then be went to improve the standard of various activities implemented in Moodle (Kapsargina, & Olentsova, 2019)

Moodle logs every click that students bring navigational purposes. For activities, like quizzes, not only the score and time period are available, but also an in depth analysis of every student's responses and item analysis of the things themselves.

Lecturers can easily get full reports of the activities of individual students, or of all students for a selected activity (Mineeva, & Klopova, 2016) Another feature that is used successfully may be a quiz. Quizzes are often easily found out in Moodle.

With closed questions, the scholar can get immediate feedback to assist learning. Open questions are often marked by the tutor and feedback accessed via Moodle. I used a brief quiz about learning styles with two of my groups on an introductory teacher training course.

The development of Moodle has shown that online learning can change and positively influence students' approach to studying a far off language and other subjects. Students even have the chance to use the web resource of a digital library containing the entire texts of works of literature in English (poetry, prose and drama), all full text search, including criticism and bibliographies.

Using Moodle poses important educational issues for Universities. Educators got to recognize that learning may be a human process which providing an efficient learning environment which facilitates the active acquiring of subject-specific and public knowledge, and addresses the necessity to adopt a selected subject or professional culture, requires quite electronically delivered course notes and email discussion.

Quality in fact design, use of appropriate tools and therefore the context during which learning takes place are prime factors affecting success within the era of mass education, and lifelong learning (Shmeleva, Kapsargina, 2019).

The purpose is to clarify the appropriate way to reform education and to increase the learning effectiveness, create and introduce the advanced educational systems and technologies. It gives an overview of Moodle Learning Environment – what it involves, how it can benefit your teaching. An appropriate way to reform education and to increase the effectiveness of learning is to design, create and introduce the advanced educational systems and technologies.

It is commonly thought that new technologies make a big difference in education. Everyone must have basic knowledge of technology, as well as use it as a means for reaching educational goals.

A typical Moodle homepage includes login and password box across the top. The rest of the page is a collection of blocks and activities (modules). Blocks are typically used to provide key information or to point users to useful pages or links. They often contain menus, message alerts, administrative control panel and 'who's online' information (Vasilchuk, 2015).

Home page of a Moodle Learning Environment consists of:

Activities Menu side-block.

This menu provides quick links to the different tools and resources within the site. It is used to describe a range of integrated web based applications that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. Announcements and latest news allow you to see all important upcoming events. Moodle learning environment profile consists of:

- User login;
- Calendar tool;
- Students who are online;
- Navigation;
- Site news.

MLE content is delivered via the password-protected lecturer area. Students can log in to the class website to view all information and may also d

ownload assignments and required reading materials to their computers. MLE even allows assignments and tests to be completed online.

MLE is relatively easy to use and help teachers to work and create distance learning courses, e-books e.g. among the most popular of them can be singled out system Moodle. We can learn through:

- Learning materials;
- Online database library;
- Practical assignments;
- Test papers;
- Timetable;
- Exchange of Personal Messages and E-mails.

This development of MLE has shown that online learning can change and positively influence students' approach to studying a foreign language and other subjects. Students also have the opportunity to use

the online resource a digital library containing the complete texts of works of literature in English (poetry, prose and drama), all full text search, including criticism and bibliographies.

METHODOLOGY

Distance learning is raising the level and quality of methodological, didactic and information-related support of organizing an educational process for students and teachers. Technically, e-Learning system is constructed on the basis of a wide range of software products.

As a methodological basis during this study, a descriptive method is employed that permits to look at the issues and advantages of distance learning from different sides. Besides general scientific methods of study, comparison and generalization are utilized in the article.

RESULTS

Now in Ukraine the most common virtual learning platform is Moodle. The Moodle platform is free and available in 75 languages. In addition, it is easily adapted to the training requirements and is simple in use. Its pedagogical potential is invaluable for the creation of online societies to collaborate, learn and manage educational institutions.

There are now more than 68,000 registered Moodle sites in 235 countries. Among the most famous users of this platform include: London School of Economics, State University of New York, Open University of Great Britain and giant companies Microsoft (Shmeleva, & Kapsargina, 2019).

As of March 2014, 330 Moodles were registered in Ukraine sites, but only some of them provide distance learning. Constantly the number of Ukrainian universities offering Moodle training is growing, for example, Kyiv-Mohyla Academy, Kharkiv

national University of Economics, Bukovynsky State Medical University and many others.

Due to implementation of quarantine, the period of distance learning has set worldwide. Simon Kuznets Kharkiv National University of Economics (KhNUE) has not been an exception either. Its distance learning is supported by PLS (personal learning systems) placed on the platform Moodle.

PLS was created in 2009 with the aim to monitor and coordinate students' work, provide qualitative content of the

educational environment, equal access of participants of the educational environment to qualitative educational and methodical materials (notwithstanding their place of living and form of studying), creating conditions for personalization of studying.

For lecturers, PLS offers a platform where the constructivist approach is often implemented and extended to incorporate social interaction. Its features include tools supporting interactive activities like assessment tasks, discussion forums, chat rooms, journals, quizzes, glossaries (Figure 1, 2, 3).

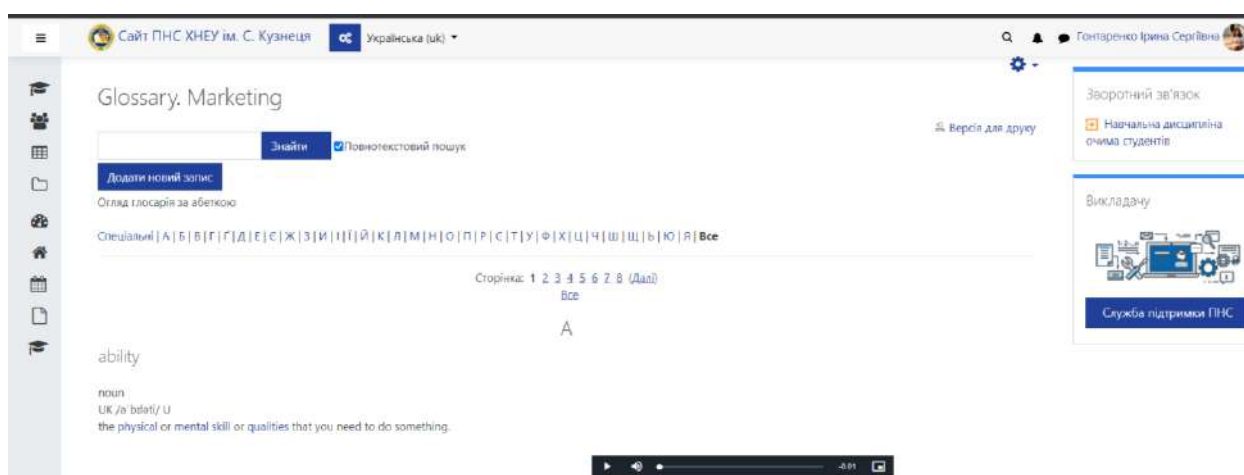


Figure 1. Glossary. Development of the course “Foreign language of academic and professional communication” in Simon Kuznets Kharkiv National University of Economics.

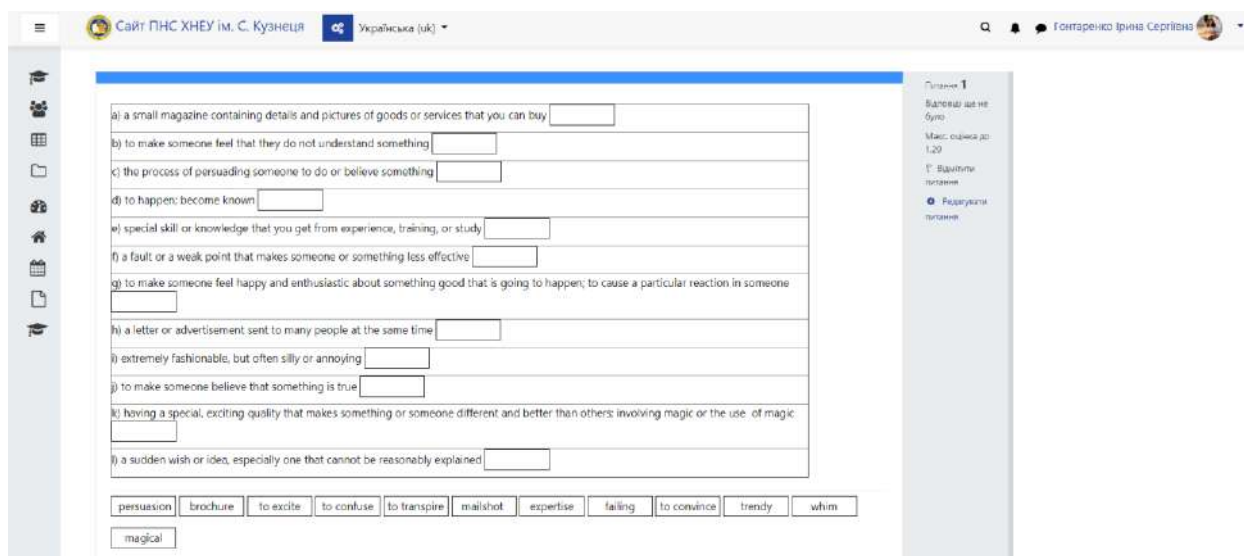


Figure 2. Interactive test. Definitions. Development of the course “FL of academic and professional communication” in Simon Kuznets Kharkiv National University of Economics

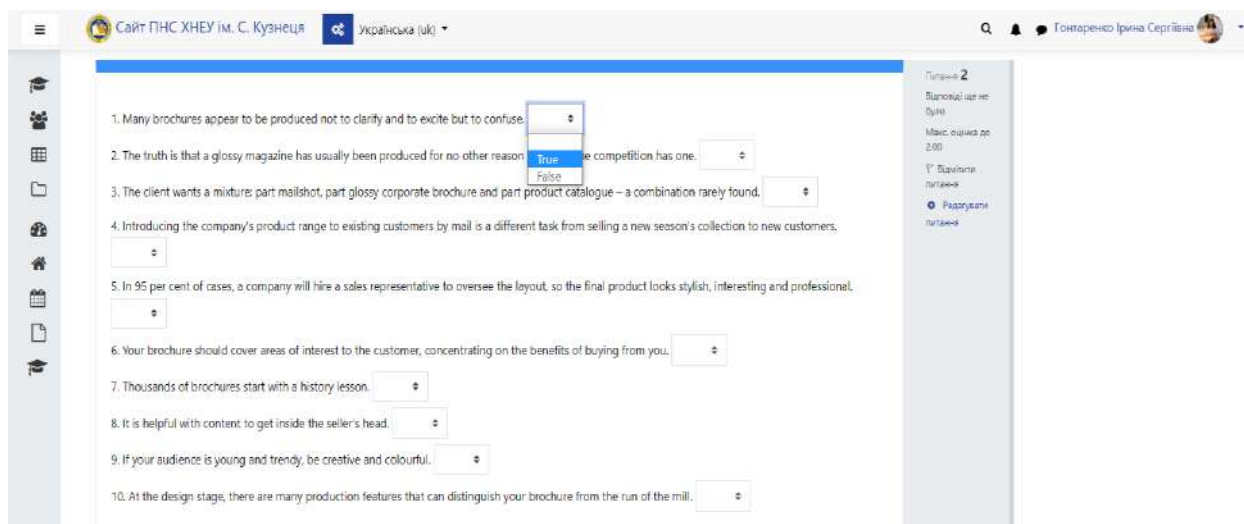


Figure 3. *Interactive test. True/ False. Development of the course “Foreign language of academic and professional communication” in Simon Kuznets Kharkiv National University of Economics*

The system maintenance is streamlined and straightforward to perform. Lecturers and students enjoy significant rights as participants and contributors to the course sites they're involved in. The site is provided with tutorials, demos, and practical hints for beginners.

Within each topic or week the teacher can use different activities: forums – to present students' contributions and stimulate discussion, journals to form the scholars describe the procedure when fulfilling a more complex or difficult task, or quizzes to check the students' progress in mastering the fundamentals of translation theory (different kind of tests).

Resources are the content of the course. Lecturers may have existing content that they need to feature to the course, like sites, Word documents etc. Any sort of file that exists are often uploaded into the course and stored on the server. While the files are on the server they will be moved, renamed, edited or deleted.

Updating materials is therefore very easy and may be done fairly quickly. An assignment is typically set with a maturity and a maximum grade. Students are ready to upload needed files (Hontarenko, 2020).

Even though the rapid climb of educational technologies create a broad spectrum of methods during which technology is often integrated into classroom instruction, the event of communicative skills in learning has its unique characteristic – it requires social interaction between the teacher and therefore, the students and among the scholars themselves.

Therefore, the appliance of computers has for an extended time been regarded only as an aiding tool with reference to certain skill areas like speaking and writing. Nevertheless, recent advances in technology, cheaper and powerful computers, and more web-based, cross-platform applications make the implementation of synchronous and asynchronous learning tasks, even in oral and written modes.

Students and Lecturers can develop the tutorial experience in some ways using this system. A learning environment must be flexible and adaptable, in order that it can quickly answer the requirements of the participants within it (Yakimanska, 2000).

Without doubt, Moodle may be a powerful and user-friendly system, and it can effectively help lecturers organize their

teaching materials, improve their means of communication, and retrieve their records of interaction with students when necessary. However, when the Moodle system is employed within the writing class, some technical difficulties and pedagogical challenges can't be ignored (Yakimanska, 2000).

Students just like the large user community that fosters review, quality, reliability, accuracy, accountability, collaboration, and greater communication. Moodle users can communicate with a developer or download a patch at any time of day, anywhere. Moodle helps the education world set, follow, and maintain standards.

Others suggest that Moodle developers are leading the way in e-Learning technology innovation because they will work as a community with common interests, and foster collaboration within the pursuit of data sharing and rapid development.

New functions are often created and activated merely by dropping them into the site's directory where all of the plug-in modules are stored. Additional languages are often added during a similar fashion. There's a continuing flow of recommendation on the location on the way to tweak the code to show off a selected display element or add a replacement one.

New functions and tweaks to old ones that are of lasting value often find their way into future versions of Moodle. When a user logs on, there's a dropdown menu from which they will select interface language. Once set, that language choice remains unless another language is chosen.

The primary sort of questions are often a multiple choice question clarifying what learning styles are. On this question students got immediate feedback. A subsequent question might be asked, then to point what the result was of the training

styles questionnaire that they had taken. This was just an operation exercise. Within the third question, the scholars had to match different activities to the training style it might most benefit. For this activity, they might get feedback after that they had selected all the individual activities. The last question might be an open question where the scholars had to explain how they might accommodate all 4 learning styles in their teaching (Almazova, Khalyapina, & Popova, 2017).

DISCUSSION

The research has proved that the stages of the pedagogical technology studied in this article can be applied efficiently in distance learning. PLS (personal learning systems) placed on the platform Moodle helps students to gain knowledge and competences on the basis of efficient comprehensive usage of educational innovative information technologies. Thus the efficiency of managing the pedagogical process is improved significantly.

CONCLUSIONS

Moodle may be a widely available resource, which may be utilized in some ways. In practice there are a lot of new technologies. Using Moodle as a repository for resources associated with a course may be a straightforward thanks to start using Moodle and may be beneficial to students because it gives them a root for his or her research and to tutors to stay all the resources associated with a specific course in one place.

Other Moodle activities can easily be integrated with classroom teaching. Thanks to the utilization of innovative technologies in English learning is becoming more student-centered and time-efficient.

Virtual learning environments maximize interaction and cooperation, interest in

learning and obtaining no new information. Using the Moodle platform for teaching English language lecturers can create an environment for lifelong learning with unlimited control, making changes, archiving, viewing, etc., and most significantly – for close interaction of scholars with the teacher.

Moodle provides various functionalities that are vital to support interactive and effective learning within the 21st century, where structural changes in our industries and economics, globalization of our world need more specialize in new challenges for the upper education and learning culture are continued and new possibilities, dimensions, and solutions are opened for college kids.

Moodle may be a good way for lecturers to arrange, manage and deliver course

materials. Lecturers can provide students with an excellent number of resources that sometimes they can't show within the classroom thanks to the shortage of your time.

Moodle also makes easier the interaction with the teachers and students in real-time and also allows receiving their opinions and suggestions; as a learning community, Moodle makes possible for college kids to share their knowledge and difficulties, in order that they can help one another via forums and chats.

It's vital that the scholars feel involved in their own educational process. It also can be noted that the amount of visits to the platform is increasing over time which suggests that the teachers and students have an interest in such e-learning techniques.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ОСОБЛИВОСТІ ДИСТАНЦІЙНОГО НАВЧАННЯ ІНОЗЕМНОЇ МОВИ З
ВИКОРИСТАННЯМ ПЛАТФОРМИ MOODLE

Мета – пояснити відповідний шлях реформування освіти та підвищити ефективність навчання, створити та впровадити передові освітні системи та технології. Інформаційно-комунікаційні технології були впроваджені в освіті через «платформи» середовищ для навчання в Інтернеті і використовуються для пропонування повних курсів або навіть цілих програм в режимі електронного навчання.

Теоретичною та **методологічною** базою дослідження дистанційного навчання є підвищення рівня та якості методичного, дидактичного та інформаційного забезпечення організації навчального процесу для студентів та викладачів. Технічно система електронного навчання побудована на основі широкого спектру програмних продуктів.

Результати: у наш час навчання суттєво пришвидшило впровадження різних форм та технологій електронного навчання, пошук ефективних методів навчання, сприяло необхідності підвищення рівня освоєння інформаційно-комунікаційних технологій, особливо за допомогою платформи Moodle. Основними перевагами електронного навчання є відкритий та вільний доступ, зручність для користувачів, безліч видів діяльності, спрямованих на покращення мотивації та зацікавленості викладачів і студентів. У статті приділяється велика увага особливостям використання платформи, пропонується кілька рішень вирішення поставлених завдань.

Таким чином, зроблено **висновок**, що дистанційне навчання дозволяє розв'язувати різноманітні проблеми, які сучасне суспільство висуває перед навчанням, і відповідає вимогам та можливостям студентів. Але, як і всі засоби, дистанційне навчання має свої сильні та слабкі сторони.

КЛЮЧОВІ СЛОВА: Moodle, платформа, курс, віртуальне навчальне середовище, змішане навчання, іноземна мова, самоосвіта, дистанційне навчання, ІКТ.

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USE OF ACTIVE GAMES IN PHYSICAL AND TACTICAL TRAINING OF YOUNG HANDBALL PLAYERS AT THE INITIAL STAGE

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ABSTRACT

The **purpose** of the study is to increase the effectiveness of physical and technical training of young handball players aged 10-11 by means of moving games, game exercises and relays at the stage of initial training during the pedagogical experiment in 2020-2021.

Methodology. The following methods were used in the study: theoretical analysis and generalization of scientific and methodological literature, control and pedagogical checking (tests), pedagogical observations, anthropometry. Statistical processing of experimental data was performed using the statistical processing package STATGRAPHICS Plus for Windows (according to standard methods). The study involved young handball players aged 10-11, the first and second year of training in sport school №3 in Kharkiv during a year. The technique was implemented for 9 months (74 lessons), 3 times a week, and lasting 20 minutes.

Results. We claim that the physical fitness of handball players is closely related to various aspects of training. The selected tests fully characterize the physical development and functional state of the main life support systems of a body and allow determining the effectiveness of the proposed authors' method. The specially selected combinations with the use of moving games, game exercises and relays help to increase the level of technical training of young handball players. Analysis of the final indicators in the experimental group revealed a significant increase corresponding to the 5% level of significance in terms of execution of free throws and movement in the protective rack of the handball player. The average group values of the accuracy of free throws increased by 49.5%, and the average speed of movement in the protective rack of a handball player after the experiment increased by 8.3%. The rate of transfer of the ball to the wall in the experimental group increased by 25.1%, which indicates a significant increase in the result at $P < 0,01$.

Conclusion. The results obtained during the experiment confirmed the effectiveness of our developed methods of training with the purposeful use of moving games, game exercises and relay races at the initial stage of training young handball players.

KEYWORDS: Handball, Young Handball Players, Moving Games, Relays, Experiment, Sport School, Fitness.

INTRODUCTION

The issue of training young handball players aged 10-11 is gaining relevance today (Hapková, 2019). Indeed, the training highly qualified handball player takes at least 6-10 years (Kostiukevych, 2014; Tyshchenko, 2014; Solovei, & Solovei, 2018). To improve the physical and technical fitness of young handball players, it is necessary to choose the right set of techniques that can be mastered in the shortest time possible.

However, at the present stage of sports science development (Korahin, 2016) there are often categorical and unfounded calls for universalization of players or, conversely, their early specialization. The problem of universalization or specialization of players, including handball players, certainly, needs a solution. This requires theoretical and practical research.

Therefore, there is a contradiction between the increasing requirements for the level of

physical fitness of young handball players, on the one hand, and the lack of existing author's methods for the development of players' physical qualities, on the other hand. The identified contradiction actualizes the problem of increasing the efficiency of physical and technical training of handball players our authors' method, specially selected moving games, game tasks and relay races.

THEORETICAL FRAMEWORK

Some aspects of the researched problem are covered in the scientists' works (Kornosenko et al, 2012; Bezverkhnya et al, 2014; Karasievyh, & Karasievyh, 2019). According to researchers O. Kornosenko, V. Bondarenko, P. Khomenko (Kornosenko et al, 2012), educational and training sessions with elements of moving games, game exercises and relay races cause children's game excitement, capture them by its tension and passion, cause additional positive psychological emotions, promote formation of young athletes' opportunities for creative, improvisational actions on the sports ground.

In our previous paper (Hrynchenko et al, 2019b) we stated the introduction of the game method of learning with the use of active and sports games has a clearly directed didactic task, game plan, necessarily has a leader (mentor), clear rules and, most importantly, the result application is the development, expansion, assimilation, consolidation, skills and abilities generalization of playful motor activities.

Some authors (Karasevych, & Karasevych, 2019) believe that active games should be selected to organize warm-up, to develop strength, quality speed and speed of movement, to train dexterity, endurance and flexibility, as well as to organize active recover after intense and intense training. With the help of active games it is possible to

effectively cultivate discipline, collectivism and develop complex interaction of all team players.

When planning moving games, it is emphasized (Bezverkhnya et al, 2014) that the general load in a separate lesson should be taken into account and, accordingly, their main purpose and place among other exercises and tasks should be determined. The variety of combinations used in training active games on physical activity and coordination complexity of participants' interaction should be accessible to children and grow gradually.

The inclusion in the physical education class of active games with elements of handball allows learning quickly the two most important techniques of the game: catching and throwing.

According to some specialists (Levkin et al, 2011; Popovich et al, 2016), the use of active games in handball classes is the most effective means of physical development and versatile education of motor skills of young athletes. The main feature of the active games use in classes with young handball players is that the classes are perceived with great joy, are held with greater impact and at a high emotional level.

However, the study of the author's methods of using active games in classes with young handball players remains insufficiently studied.

The purpose of the paper is to increase the effectiveness of physical and technical training young handball players aged 10-11 by means of moving games, game exercises and relays at the stage of initial training during the pedagogical experiment in 2020-2021.

METHODOLOGY

The following methods were used in the study: theoretical analysis and generalization of scientific and methodological literature,

pedagogical checking (tests), pedagogical observations, and anthropometry.

RESULTS

It is well known, that the game, as a collective activity, is significantly different from those sports in which a person tries to master the perfect form of movement or achieve personal success, “competing” with meters, kilograms, and seconds.

We believe that a modern sports game is a multifaceted activity that, in addition to high ball technique, requires endurance, willpower and the ability to think. Without training these components, you cannot raise an athlete who can compete.

Training should be like a game, even when it's without balls. No matter how interesting and varied the workouts are, in the end they get bored, tiring. And that's why there's nothing better than a game, these words belong to the famous football player Pele.

In educational and training work on sports games, along with special exercises, moving games are used, which contribute to solving the problems of physical, technical and tactical training of athletes. Many coaches in the process of training offer subordinates a form of ball exercises.

Gradually complicating moving games, they add elements of confrontation to them, accustoming students to independent decision-making. Such actions allow to strengthen the necessary skill and to improve it in the conditions close to competitions.

Different sports games have many similar components in the construction of technical and tactical actions. Therefore, games with the selection of the ball, movement, interaction of partners can be used equally successfully in basketball and handball (for example, counter-relays).

Along with this, each sports game has its own specific techniques and tactics. Handball, for

example, is characterized by driving, throwing, fighting for the ball, in volleyball the ability to put a block near the net, to bounce the ball is important; in football – to play with the head, to kick.

The selection of preparatory exercises here is related to the specifics of specific sports games (Naumchuk, 2014). It is believed that in sports practice, the game method is used to educate and improve motor skills.

But heavy physical exertion and repeated repetitions, which are necessary to create strong skills, often cause a kind of psychological “stagnation”, fatigue, loss of interest, even in the most conscientious and hard-working athletes. This is a normal reaction of the body to the monotony of work performed.

Games activate the attention of athletes, raise the emotional state, and have a positive effect on recovery. The “active rest effect” comes into play, associated with the phenomena of mutual induction, excitation and inhibition of different muscle groups, with inductive inhibition of nerve cells, which serves to further increase their functional state.

The effectiveness and expediency of the use of active games in sports training is confirmed by modern sports practice, has a scientific and theoretical justification. Interest in play activities not only children but also adults is natural. Because the desire to play (sports, mobility) is intuitively related to a person's need to train the body, as well as to obtain external information.

We believe (Hrynchenko et al, 2019b) that the game method due to its features is a method of comprehensive improvement of motor activity.

Most of all, it allows you to improve such qualities as agility, speed, orientation, independence, initiative, without which

sports activities are impossible. But despite the fact that games include actions that are selectively aimed at improving one of the motor skills, they should be considered as exercises of general physical action. No active game can serve as a means of developing any one quality. In games with elements of power struggle, as a rule, endurance and dexterity develop. Without this, martial arts are impossible.

As it is noted (Kulakov, Verteletsky, & Bogatyr, 2016), in some games specific to the development of strength, success is determined not so much by the strength of the players, but by physical endurance and the will to win.

The latter should be especially emphasized, justifying the use of games for physical training, because the level of development of physical qualities is determined not only by the functional capabilities of man, but also by volitional qualities. For their development, the game – as an activity – provides great opportunities.

For special physical training in each sport, you can select or come up with games that are aimed at the development of a particular quality.

Given the above, it is important for the coach to choose games that affect those muscle groups that develop slowly without special exercises.

In games that promote the development of strength, children who engage, overcome their weight, the weight of objects, and the resistance of the enemy. Such games use items (stuffed balls, dumbbells, benches, etc.) or a training partner. To conduct games with overcoming their own weight using a gymnastic wall, bars, vertical rope.

Often, such games do not require the appropriate equipment and are associated with moving around the site lying down,

standing behind, jumping, and so on. It is useful to play games and relays with running on sand, water, deep snow.

Many of these games (relays with pull-ups, push-ups, throwing a stuffed ball) can be performed in the form of control exercises (tests), which characterize the shift in strength training. Emotional mood during such exams forces the participants of the game to make every effort to achieve both personal and team victory.

It is especially important in children and adolescents to include in games more exercises that are aimed at increasing the strength of the flexors and extensors of those limbs that are less developed. For example, in jumping games, the focus should be on the right foot, and in drag games, the left hand should be focused.

Speed, as a physical quality, is especially well developed in games that combine such basic indicators of speed as response to a signal and the speed of muscle contractions; the number of movements performed per unit time and the speed of movement of the body or its parts in space.

Speed training successfully uses games that require a reaction to a moving object, which is important in sports games.

Exercises to develop speed in games are very versatile in nature. The actions in the exercises that include the game or in the selected ready-made games in the form of movements of the speed of muscle contractions should be as close as possible to the motor actions corresponding to the chosen sport.

Strength exercises are widely used to develop speed, so games with speed and strength exercises will help solve this problem. Because speed stimuli are more effective with optimal nervous system excitability, games that promote the development of speed

qualities are recommended at the beginning of a training lesson before fatigue.

It is important to warm up a little before the games, mainly for speed development, and to take minute intervals for rest during games and relay races.

We fully agree with the scientists (Karasievych, & Karasievych, 2019), who note that the prerequisite for the development of dexterity are already learned movements, and their coordination combinations. A variety of moving games on the speed and accuracy of action, balance and coordination provide a good basis for the education of special dexterity, which determines the achievements in the chosen sport.

It is believed that a high level of dexterity is especially necessary in those sports where the movements are acyclic in nature, and the conditions of the exercise are constantly changing. Game – as an activity – is characterized by these characteristics.

That's why most active games involve dexterity. Such games improve the “sense of muscular effort”, “sense of space”, “sense of time”; in the process of such games the functions of various analyzers are improved, on which the correct, accurate and timely execution of movements depends.

The use of active games in sports training allows to create a motor basis for the long-term improvement of coordination capabilities needed for the formation of sports equipment.

Systematic holding of various games allows to create at sportsmen (especially at beginners) a certain stock of movements. On this basis, new skills are easier to develop. It should be emphasized that the skill that is formed in sports is realized, as a rule, without play, without the participation of emotions.

Moreover, emotions can only disrupt skills and make it difficult to achieve a goal. The

game will come to the aid of the coach only when the movement is automated and the attention is focused not so much on the motor act, but on the result of the action, conditions and situations in which it is performed. etc., then these elements are included in the game). Here the game is a means of improving skills. The skills used in the game become not only stable and stable, but also flexible, variable.

This can lead to the emergence of a new, more perfect, skill. The athlete gets the opportunity to use the skills he has mastered in a holistic activity, to choose the best options for each action. That is why the leader should first give the game the task “who will perform the task more correctly, more accurately”, and then - “who is faster, more”, etc.

But, it is important to remember that games act only as a kind of auxiliary, additional exercise in the system of tools used in the training process. Their importance for solving pedagogical problems at different stages of sports training should not be overestimated or underestimated.

Regarding our pedagogical experiment during 2020-2021, at the beginning of the experiment according to standard methods the testing of indicators of physical development and the level of general physical and technical readiness of the subjects was carried out.

The data obtained as a result of the study were processed using the methods of mathematical statistics. Statistical processing of experimental data was performed using the statistical processing package STATGRAPHICS Plus for Windows (according to standard methods). The results at $p < 0.05$ were considered statistically significant.

The study involved young handball players aged 10-11, the first and second year of

training sport school №3 in Kharkiv, which we divided into two groups: experimental and control. The study lasted for a year.

The author's method provided for the introduction into the training process of young handball players aged 10-11, a group of initial training (experimental group), moving games, relay races and game tasks. The technique was implemented for 9 months (74 lessons), 3 times a week, and lasting 20 minutes.

During all training sessions there was a change of combinations of use of active games. Only the selected element of handball technique, which corresponded to the goals and objectives of the relevant stage of training, remained unchanged.

Based on the general recommendations for the use of active games and game exercises in physical education of school-age children, the peculiarity of the authors' method was that we divided these games into two groups: the first group – active games for the development of basic physical qualities of young handball players; the second group – active games to practice technical and tactical skills of the game.

This distribution, of course, was conditional, because each game allows the coach to solve multifaceted problems aimed at educating the wards and physical and personal qualities, the formation of both techniques and tactics of behavior on the handball court.

The first group included games for the development of motor-coordination qualities ("Throw first", "Hit the target", "Two captains", "Who's first", "Ball to the one who leads", "Who's next", "Hit the basket", "Balls in the basket", "The best sniper").

Games for strength development ("Ball behind the wall", "Rooster attack", "Sea battle", "Break into the zone", "Throw on",

"Intercept the ball", "Stay in the circle", "Close circle", "Battle of the Roosters").

Endurance games (Leader in a Circle), "Ball Lands", "Biathlon with Reflection", "Rugby Football", "You Give Points", "We Dance".

We played endurance games at the end of the main part of the classes in the second half of the week on Thursday-Friday.

Games for the development of agility ("Catch up with gears", "Catch up", "Hold the ball", "Duelists", "Fastest", "Who is faster", "Fast in places", "Call numbers", "Combined relay", "Chain", "Black and White", "Day and Night", "Third Extra").

Games to develop dexterity and flexibility ("Fishermen and fish", "Balling", "Sparrows and a cat", "Catch up", "Relay", "Competitions in a circle", "Jumping column", "Centipede", "Bridge and Cat").

We used game exercises for dexterity and flexibility in all classes without exception. Most often they were included in the preparatory part of classes.

The second group included moving games and relay races aimed at developing technical and tactical skills in handball ("Flank Defense", "Pass the Defender", "Fight for the Ball", "Two Camps", "Against Each Other", "One against two", "Handball with a limit", "Ball from four sides", "Catch up and ball", "Interception of the ball", "Protection of the fortress", "Throwing the ball under the rope", "Throwing the ball over the rope").

The organization of classes with young handball players of the control group, as well as the choice of forms, means and methods of training, dosing load was carried out in accordance with the guidelines set out in the curriculum for children and youth sports schools, specialized children and youth schools of the Olympic reserve, schools of higher sportsmanship.

Thus, we offer a methodological justification for the use of moving games in the author's training method.

The active games offered by us are developed and included in an author's technique. They are designed to master the software material for handball and are aimed primarily at educating the basic physical qualities, development of creative abilities, as well as to practice the most important techniques of the game (movements, passes, catching, throwing the ball, etc.).

Another important feature used in the study of moving games and game exercises is that they motivate children to fight for victory, and the desire to win necessitates improvements in both technique and tactics of the game. In addition, participation in the games requires some physical training from young handball players.

By skillfully combining moving games with other exercises and tasks, the coach achieves

a more conscious attitude of the wards to the handball game.

The experimental results of their own research are the following. We claim that the physical fitness of a handball player is closely related to various aspects of training. The selected tests fully characterize the physical development and functional state of the main life support systems of the body and allow determining the effectiveness of the proposed method. In the course of our study, no significant differences from the whole set of morphological parameters used in the experiment were found.

However, a comparative analysis of the increase in results over the period of the experiment showed that a significant improvement and change in condition occurred in the children of the experimental group. The results obtained from the study of indicators of physical fitness are presented in table. 1.

Table 1.

Increase of Physical Shape of Young Handball Players after the Second Stage of the Experiment

Test	Control group (n = 11)				Experimental group (n = 11)			
	Before the experiment	After the experiment	t	P	Before the experiment	After the experiment	t	P
1. Long jump from a place, cm	164,17±3,52	171,51±4,40	1,30	>0,05	163,04±3,74	177,71±4,07	2,65	<0,05
2. Upward jump,	35,51±1,92	39,07±2,11	1,25	>0,05	35,11±1,71	41,78±1,14	2,63	<0,05
3. Jogging 3x10, cm	8,86±1,48	70,0±1,41	0,60	>0,05	8,89±0,22	8,32±0,09	2,31	<0,05
4. 6 minute running, meters	1006±62,17	1120±109,54	0,91	>0,05	1000±26,53	1310,93±64,39	4,46	<0,01
5. Lean forward, cm	2,31±1,16	3,24±1,21	0,55	>0,05	2,71±1,19	2,71±1,19	3,37	<0,01
6. «Ruler»	19,95±2,25	16,92±4,28	0,63	>0,05	20,79±2,37	11,36±2,79	2,58	<0,05

The analysis of the values showed that modern sports training of handball players is a multicomponent system. According to the predominant focus, it is common to distinguish two groups of types of training: analytical and integrated (Naumchuk, & Rusaniuk, 2018). Analytical training includes physical, technical, tactical, psychological,

theoretical training; to the integral – game, situational and competitive.

It was found that players at the stage of initial training should have a specific handball (appropriate, sufficient), and not the absolute level of development of physical abilities. Priority at the stage of initial

specialization should be given to the development of general endurance, speed and strength abilities, coordination and flexibility of players. These thoughts complement the ideas of our previous studies (Hrynchenko, Shihimaha, & Kravchenko, 2019a).

A statistically significant increase in the level of physical fitness according to the results of the experiment was recorded only in subjects who were engaged in the author's method. The percentage increase was calculated by the well-known formula $(B-A) / A * 100$, where A is the initial test results before the experiment; B – the final test results after the experiment.

Indicators in the long jump after the experiment increased by 8.9%, jumping up – by 19%. Indicators of coordination abilities,

which are manifested by the results of the shuttle run and the test “ruler” significantly increased only in the experimental group, the increase was 6.4% and 45.3%, respectively. A significant increase in physical fitness occurred in the experimental group in the test task: 6-minute run – more than 31.1%.

In our experiment, in addition to determining the indicators of physical fitness of handball players based on the test results, an analysis of the technical readiness of the subjects was performed.

The results of this study are presented in table. 2, where the final indicators of technical readiness of the experimental group showed a significant increase corresponding to the 5% level of significance in terms of free throws and movement in the protective rack of the handball player.

Table 2.

Indicators of Technical Preparedness of Young Handball Players after the Second Stage of the Experiment

Test	Control group (n = 11)				Experimental group (n = 11)			
	Before the experiment	After the experiment	t	P	Before the experiment	After the experiment	t	P
1. Leading the ball, m.	11,62±0,22	11,34±0,35	0,67	>0,05	11,65±0,24	10,38 ±0,18	4,23	<0,001
2. Passing the ball to the wall, 30 c. (overall amount)	27,04±2,48	30,40 ±2,27	0,10	>0,05	27,33±1,76	34,19±1,35	3,09	<0,01
3. Free throws (overall amount)	4,20±0,70	5,30±0,56	1,22	>0,05	4,29±0,74	6,41±0,59	2,23	<0,05

Thus, specially selected combinations with the use of moving games, game exercises and relays help to increase the level of technical training of young handball players. Analysis of the final indicators in the experimental group revealed a significant increase corresponding to the 5% level of significance in terms of execution of free throws and movement in the protective rack of the handball player.

The average group values of the accuracy of free throws increased by 49.5%, and the average speed of movement in the protective

rack of a handball player after the experiment increased by 8.3%. The rate of transfer of the ball to the wall in the experimental group increased by 25.1%, which indicates a significant increase in the result at $P < 0,01$.

DISCUSSION

The researchers all over the world confirm the effectiveness of using games in handball players training. The researchers M. Vukadinović, Jurišić, D. Jakšić, N. Trajković, D. Rakonjac, J. Peulić, & J. Obradović, stated about the “Effects of small-sided games and high-intensity

interval training on physical performance in young female handball players” (Vukadinović Jurišić et al, 2021).

The authors P. Peráček, and J. Peráčková showed the main techniques of “Tactical Preparation in Sport Games and Motivational Teaching of Sport Games Tactics in Physical Education Lessons and Training Units” (Peráček, & Peráčková, 2018).

The researcher M. Cardinale described the experience of offered strength training programs in Doha, Qatar in “Strength Training in Handball” (Cardinale, 2014). So, the researchers’ results and conclusions are correlated in general with ours.

CONCLUSIONS

Thus, as a result of the comparative analysis the following conclusions are made.

1. The handball players of the experimental group had a higher level of technical training than their peers from the control group.
2. In the control group there were also positive changes in indicators of technical readiness, but they were not statistically significant.
3. The results obtained during the experiment confirmed the effectiveness of our developed methods of training with the purposeful use of moving games, game exercises and relay races at the initial stage of training young handball players.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ВИКОРИСТАННЯ АКТИВНИХ ІГР У ФІЗИЧНО-ТАКТИЧНІЙ ПІДГОТОВЦІ
МОЛОДИХ ГАНДБОЛІСТІВ НА ПОЧАТКОВОМУ ЕТАПІ

Метою дослідження є підвищення ефективності фізичної та технічної підготовки юних гандболістів віком 10-11 років за допомогою рухливих ігор, ігрових вправ та естафет на етапі початкової підготовки під час педагогічного експерименту у 2020-2021 роках.

Методологія. У дослідженні були використані такі методи: теоретичний аналіз та узагальнення науково-методичної літератури, контрольньо-педагогічні заміри (тести), педагогічні спостереження, антропометрія. Статистичну обробку експериментальних даних проводили за допомогою пакета статистичної обробки STATGRAPHICS Plus для Windows (за стандартними методами). У дослідженні брали участь юні гандболісти віком 10-11 років, перший та другого року навчання спортивної школи №3 у місті Харкові протягом року. Авторська методика впроваджувалася протягом 9 місяців (74 уроки), 3 рази на тиждень і тривала 20 хвилин.

Результати. Ми стверджуємо, що фізична підготовленість гандболістів тісно пов'язана з різними аспектами тренувань. Відібрані тести повністю характеризують фізичний розвиток та функціональний стан основних систем життєзабезпечення організму та дозволяють визначити ефективність запропонованого авторами методу. Спеціально підібрані комбінації з використанням рухливих ігор, ігрових вправ та естафет допомагають підвищити рівень технічної підготовки юних гандболістів. Аналіз підсумкових показників в експериментальній групі виявив значне збільшення, що відповідає 5% рівню значущості з погляду виконання штрафних кидків та переміщення в захисній стійці гандболіста. Середні групові значення точності виконання штрафних кидків зросли на 49,5%, а середня швидкість руху в захисній стійці гандболіста після експерименту зросла на 8,3%. Швидкість перенесення м'яча до стінки в експериментальній групі зросла на 25,1%, що свідчить про значне збільшення результату при $P < 0,01$.

Висновок. Отримані під час експерименту результати підтвердили ефективність розроблених нами авторських методик тренувань із цілеспрямованим використанням рухливих ігор, ігрових вправ та естафет на початковому етапі навчання юних гандболістів.

КЛЮЧОВІ СЛОВА: гандбол, юні гандболісти, рухливі ігри, естафети, експеримент, спортивна школа.

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QUALITY OF PROFESSIONAL PSYCHOLOGIST TRAINING IN ONLINE SPACE

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ABSTRACT

The article is devoted to the definition of the basic provisions of training psychologists in the conditions of forced distance learning. The **purpose** of the study is to analyze the main qualities that a future psychologist should have, and to consider the impact of online learning (forced distance learning) on their quality and formation. The main objectives include: analyze theoretical framework of modern training of a psychologist; analyze the role of digital and online technologies in teaching future psychologists; analyze the answers given by student psychologists during a survey aimed at determining the role of online learning; propose recommendations for improving the learning process of future psychologists in a distance / blended learning.

Among the research **methods** used, the following methods of scientific research were defining: analysis and generalization of scientific and methodological sources, governmental documents on the topic of research for the theoretical substantiation of the research problem, modeling of the data obtained. The authors also conducted a survey.

The **results** of the study show that based on the analysis of the answers received from psychology-students, we can draw several main conclusions: most students would prefer classroom or blended learning; main difficulties faced by students: technical / internet problems, motivation (self-organization), difficulties in communicating with teachers; a significant part of students do not have practical skills and relevant information on working in the online space. Based on the analysis of the obtained results and own experience of work and study at the School of Psychology, recommendations are provided for first-year students and teachers in online learning.

In **conclusion**, in the context of improving the quality of training of future psychologists in distance and blended learning, we recommend implementing from the first semesters of study in university courses aimed at familiarizing students with the norms of behavior in the digital space.

KEYWORDS: *Forced Distance Learning, Blended Learning, Online Learning, Students, Psychologists, Educational Process.*

INTRODUCTION

The global difficulties that humanity faces in the context of the involving of quarantine restrictions in 2020/21 led to the transition of education in higher educational institutions and other educational institutions to compulsory distance learning. It has happened in a very short time and the level of adaptation of the participants in the educational process significantly affected the quality of education.

It should be noted, that many teachers of the older generation had to face the problem of mastering new digital technologies. This process continues to this day, which altered their teaching model and, as a consequence: interest in the quality of presentation of material, feedback from students and tracking their progress.

Considering this problem, it is necessary to focus on specific participants in the educational process in higher education (HEIs). For this we propose to pay attention to students who are studying to be psychologists.

It should be noted, that the process of training psychology students includes many disciplines that imply direct personal contact, sometimes physical, as well as visual interaction. In the process of professional development, it is extremely necessary and important for future psychologists to learn to notice, track and analyze the emotional states of the reactions of other people, which are often expressed in body language, facial expressions, intonation, and behavior.

As practice shows, being in the conditions of distance learning, students are not able to observe the above factors (reactions), but sometimes they do not even intend to turn on the camera on their digital device during classes, which significantly reduces the chances of setting up a contact by the teacher-student and reduces the quality of education of future psychologists.

Repeatedly, teachers who run the disciplines of the psychological training cycle noted, that they do not feel connection with students, from which they experience great stress, they experience the state of "I seem to be talking to myself".

This requires significant moral strength in the process of overcoming these situations. But one way or another, according to our observations and previous studies of leading scientists (Aliyyah et al, 2020; Council of Chairs of Training Councils, 2020; Dhawan, 2020; Pozdnyakova & Pozdnyakov, 2017), the involvement of students in the educational process in forced distance learning is at a very low level and, accordingly, the rate of assimilation of educational content decreases.

It should be noted, that the greatest stress and misunderstanding on the side of teachers in working with students in conditions of forced distance learning (Nalivaiko, Vakulenko, & Zemlin, 2020) causes students, who turn off the camera and do their own things, with only a formal presence in the classroom, which obviously affects the quality of training of future professional psychologists and, in general, raises questions of their future professional suitability.

General problems of organizing the learning process of psychologists have been studied by (Murphy, Levant, Hall & Glueckauf, 2007; Boggs & Douce, 2000; Chu, Emmons, Wong, Goldblum, Reiser, Barrera & Byrd-Olmstead, 2012; Rodolfa, Bent, Eisman, Nelson, Rehm & Ritchie, 2005; Rozensky, 2013). Online education for future psychologists has been studied by (McCord, Saenz, Armstrong & Elliott, 2015; Simpson, Guerrini, & Rochford, 2015). The combination of online and offline (traditional) classroom learning has been explored by such scholars (Bell, Self, Davis, Conway, Washburn & Crepeau-Hobson, 2020; Van Doorn, & Van Doorn, 2014).

The above analysis of sources shows, that the issues of training psychology students in online learning (HEIs) do not reflect the views of students as one of the main stakeholders on the issue of the quality of

education in the context of forced distance learning.

Purpose of the study to analyze the main qualities that a future psychologist should have and consider the impact of online learning (forced distance learning) on their quality and formation.

The main objectives of the research:

1. Consider the theoretical framework of modern training of a psychologist.
2. Analyze the role of digital and online technologies in teaching future psychologists.
3. Analyze the answers given by student psychologists during a survey aimed at determining the role of online learning.
4. Give recommendations for improving the learning process of future psychologists in a distance / blended learning.

METHODOLOGY

Among the research methods used, the following methods of scientific research were defining: analysis and generalization of scientific and methodological sources, governmental documents on the topic of research for the theoretical substantiation of the research problem, modeling of the data obtained. The authors also conducted a survey.

25 students of the first and 28 students of the fourth year of psychology departments of different universities of Kharkov region participated (52 participants of different genders). It is important to note, that first-year students do not have a clear idea of offline study at (universities) yet, 4-year students can more confidently compare the advantages and disadvantages of both forms of training organization.

The survey was conducted on a voluntary basis using Google Forms from 01.04 to 20.04.2021 based on the partial anonymity of

the participants (only the year of study was indicated).

All participants answered 13 questions, those were submitted in the Google Form. To summarize the results obtained. The distribution of students by year of study will be used in further research. This research is the first stage of a more global scientific search.

The survey included the following questions and answer options:

1. *Your study year?*
2. *Your gender?*
3. *Rate the quality of your online education, where 1 is terrible and 7 is perfect*
4. *Rate the quality of your offline classroom experience, where 1 is terrible and 7 is perfect.*
5. *Which of the statements best describes blended forms of education (online/offline in a classroom) for you?*
6. *What form of education would you prefer?*
7. *In what way do you feel online learning affects the quality of your education?*
8. *What disadvantages do you have personally with online learning?*
9. *What impact do you feel online education will have on your professional formation?*
10. *In a psychology faculty, what would provide the ideal conditions for your study?*
11. *Does the quality of education you are currently receiving meet your expectations?*
12. *What option best describes your view of offline (traditional) classroom learning?*
13. *What changes in the educational process do you expect in the near future?*

THEORETICAL FRAMEWORK

The training of psychologists in modern realities requires significant attention to the

development of a complex of abilities that a student psychologist has.

This process must be built on the principles of systematicity and availability of knowledge and requirements for students. The most suitable approaches in this process can be called: competence-based and personality-oriented approaches in the organization of educational work with students.

It is important not to forget, that the work of psychologists is primarily aimed at interacting with people and therefore it is necessary to consider the training of future psychologists through the prism of the humanitarian paradigm of psychological education.

Professional psychological disciplines (Canadian Psychological Association (2006) should be one of the main criteria for increasing the effectiveness of training of future psychologists, and an important criteria should be an increase in the effectiveness of training students for the acquisition and development of appropriate professional psychological competencies, taking into account not only the requirements of modern educational standards, but also the needs of the labor market, and also the possibilities of creating a comfortable educational environment for the formation and development of the required knowledge and skills of trainees (Derkach, 2014; Fryer, D., & Fox, 2018).

In the context of the introduction of forced distance learning under quarantine conditions, it caused a huge wave of transformation of the educational process in HEIs and psychological education did not remain on the sidelines.

From the previously studies (Bell et al, 2020; Nalivaiko, Vakulenko, & Zemlin, 2020), we can draw out several important regularities that significantly affect the process of

obtaining education by students of higher educational institutions in the context of traditional and distance learning.

Let's consider some of them. Obtaining an online education is a very convenient process, as it significantly saves the time that students usually spend on getting to the educational institution and moving around its territory (campus).

On the side of the teachers, the process of preparing for classes is more resource-intensive and due to the short transition period to this type of training, not all teachers have time to adapt and create really high-quality classes, giving students enough workload, attention, communication and interaction opportunities.

We noticed that in most cases, the process of training specialists (psychologists) online significantly affects their academic performance not for the better. It is clear that students have an increased risk of being distracted, and their attention span falls greatly, since it is much more difficult to focus on a lecture in video format (Xu, D., & Xu, Y, 2019).

Online education in psychology has a future, but at this stage, the level of technology development does not allow training psychologists at the same level as offline due to the difficulties of adapting subjects that imply face-to-face interaction, practical exercises and a specific atmosphere.

Distance learning can be viewed as a necessary tool or "backup" form of education (introduction of quarantine restrictions, unforeseen circumstances, the presence of distance between the participants in the educational process, etc.). This form of education can definitely positively affect the ability of students to manage their own time, tasks that they have to perform, which subsequently contributes

to the formation of a higher sense of responsibility for their own work and allows them to apply this skill in real life conditions very effectively (work, personal interactions, and also digital customer service).

The feedback obtained as a result of this study along with a survey made it possible to single out a very significant factor in the decrease in student performance – this is being at home on a permanent basis (forced self-isolation or as a result of the introduction of quarantine).

In such conditions, students may feel discomfort from the presence of other people or pets with whom the student may be in the same room. It is also important to note that an unstable Internet connection, in some cases a manifestation of an abusive attitude towards a student within the family or people with whom they live, can serve as a frequent factor in the disruption of classes in online education.

A complex of such factors can have a negative impact on the mental health and well-being of a student, which in turn can affect his perception of educational material, its assimilation and as a result of educational activity.

RESULTS

The survey showed quite interesting results in the context of forced distance learning, which lasts from March 2020 to April 2021 and significantly affects the training of future psychologists. It is important to note that each of the students completed a 13-question survey, which shows the need for further research in this area with an emphasis on the experiences and opinions of students in the field of non-traditional (digital) approaches in organizing the learning process of future psychologists.

The first and second questions were aimed at determining the qualitative and gender distribution of the respondents. This data will be used in study in the future. The results obtained for this study helped to

understand that the majority of respondents are women, which is invested in the general trend of receiving psychological education around the world (Fig.1.) (Clay, 2017).

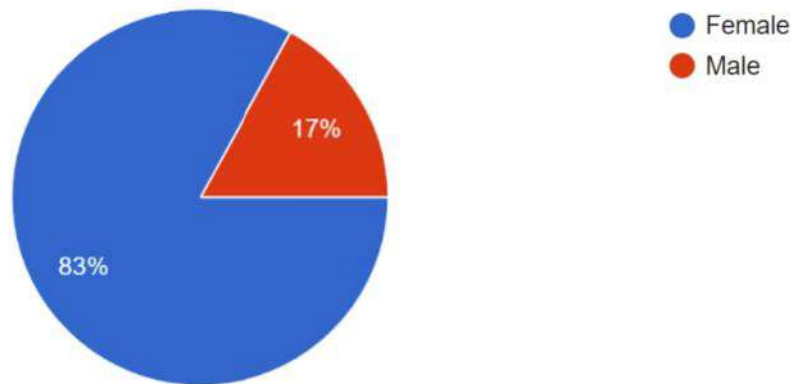


Figure 1. *Your gender*

As we can see in Fig. 2. the absolute majority of the respondents believe that the classroom education that they received or

receive in a blended form is beneficial in their opinion.

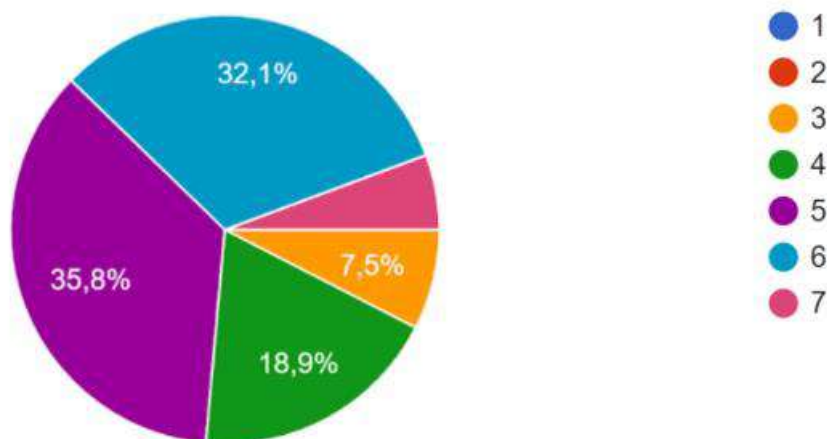


Figure 2. *Rate the quality of your online education, where 1 is terrible and 7 is perfect*

With distance education, everything is not so simple (it is necessary to emphasize that this forced distance learning is organized in a hurry and without preliminary preparation in most cases). We see that more than 45% of the

respondents have a negative attitude to distance education. This indicates that the process of organizing distance and online education requires significant improvements (Fig. 3.).

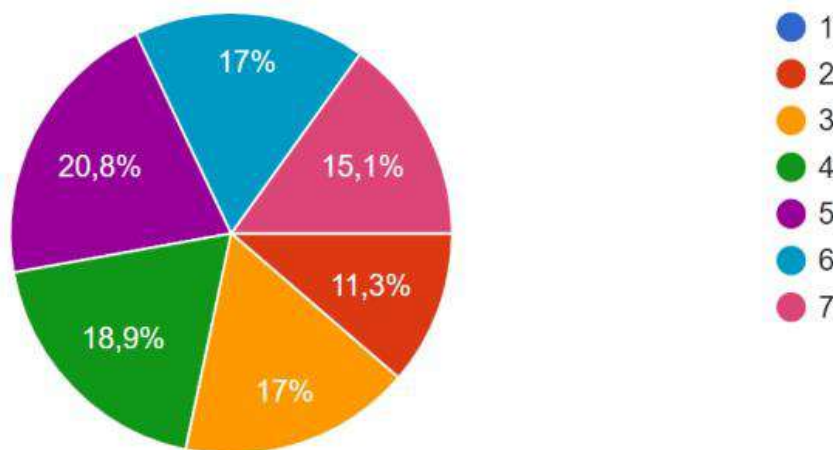


Figure 3. Rate the quality of your offline classroom experience, where 1 is terrible and 7 is perfect

Considering the results of question number 5, we see the opposite situation, where students who answered “normal” and more positively make up 68% of all respondents.

Although it should be noted that 32% of the dissatisfied is a significant indicator that requires a deeper study. The sixth question raises the topic of choosing the most

acceptable form of organization of training for future psychologists in the context of their professional development.

As we can see in Fig. 4 answers were divided by almost equal thirds. With a slight predominance of classroom and blended forms of training organization.



Figure 4. What form of education would you prefer?

In our opinion, the answers to the seventh question are valuable. We can clearly see the strong desire of students, despite the difficulties in dealing with the new conditions for obtaining the necessary

competencies and knowledge, which in turn indicates the presence of the potential for the introduction of digital technologies in education, but in an understandable and accessible form (Fig.5).

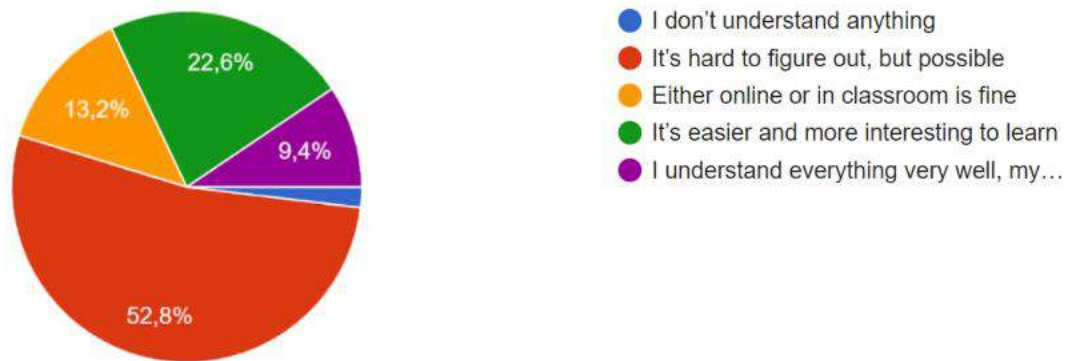


Figure 5. In what way do you feel online learning affects the quality of your education?

An analysis of the open answers received to the eighth question from the questionnaire showed some tendencies in the process of teaching future psychologists from their point of view (we confirm with the direct speech of the respondents):

1. Demotivating educational activities in the online space:

"Different technical capabilities of students, great fatigue from the constant sitting at the computer, problems with the Internet connection, the feeling of unreality of what is happening, I cannot listen to the teachers. Earlier, even if you listen to a lecture, but do your own thing in the auditorium, then the material is postponed, now it is empty, the impossibility of some practical lessons";

"Sometimes I lose concentration, but this is not a problem at all. This happens and it is hard to force yourself to pair up in person".

2. Lack of "live" contact with participants in the educational process (students, teachers):

"Lack of contact with teachers, classmates. Disorganization of the workplace at home";

"There is no live communication".

3. The inability of the available digital tools to fully meet the necessary conditions for training a psychologist according to existing programs:

"Practical things that need to be shown in the classroom, unfortunately, cannot be shown remotely (online)";

"Minimum amount of explanations of the material, mostly self-study".

4. Lack of digital culture at the early stages of the implementation of forced distance learning (uncertain norms of behavior in the digital space):

"It is inconvenient to hold seminars, especially those that are held in a discussion format, since everyone interrupts each other, the microphones are turned on at the same time, conflicts arise. In addition, there is a lack of direct contact with people. This is, in general, all tiresome";

"It is impossible to determine in what order students answer in class, often several people start speaking at the same time, some students lack the opportunity to earn points because of this".

5. Technical problems and unpreparedness of participants in the educational process for the realities of forced distance learning:

"Very often, classes are either canceled or are still held, but for show. Also, not everyone has the opportunity to always go to classes with cameras and a perfectly working

Internet. All programs freeze, after which the lesson is already ineffective”.

“Connection quality. Less knowledge requirements. You can, in principle, not learn. There is no lively discussion of any issue, you do not want to turn on the

microphone again to say something because everything will start to sound bad”.

According to students, they do not have a clear idea of how forced distance learning will affect their professional development and we can see in Fig. 6. in the context of an almost equal division of opinions.

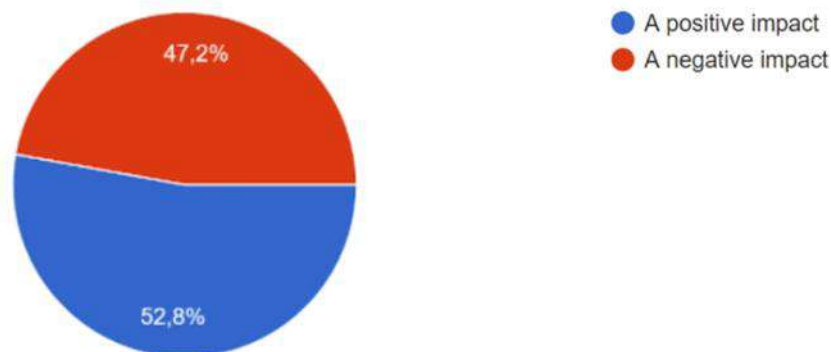


Figure 5. *What impact do you feel online education will have on your professional formation?*

The tenth question is devoted to the definition of the ideal learning conditions for students at the School of Psychology. Below we will present a number of the most typical answers to this difficult question (we confirm with the direct speech of the respondents):

1. *Blended learning, which allows you to learn practical skills live, and listen to lectures remotely, which is very convenient and therefore contributes to increasing the perception of information.*
2. *If teachers were respectful of students. If the seminars were aimed to develop practical skills, but not only to check homework ...*
3. *Professionalism of teachers, distance format, lectures in the form of video recordings, the ability not to interact with the mentor.*

Compilation of the respondents' answers made it possible to identify 4 areas of the

highest priority for students to the development of their professionalism:

1. More practical knowledge and skills, regardless of the form of training organization;
2. Blended form of education as the highest priority form of training future psychologists;
3. Applying of modern teaching technologies;
4. Improving the professional competence of teachers in the online / blended learning environment.

The eleventh and twelfth questions are devoted to the quality of education that students receive within the walls of their universities. Restrained neutral responses are observed. It can be concluded that the system of training future psychologists, especially in the distance format, needs transformations in accordance with the requirements of the time and the student-centered approach (Fig. 7-8.).

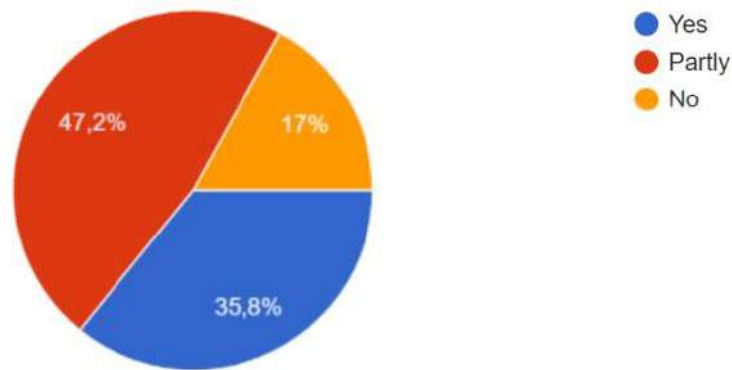


Figure 7. Does the quality of education you are currently receiving meet your expectations?



Figure 8. What option best describes your view of offline (traditional) classroom learning?

The final question, to which the respondents were asked to answer, was devoted to changes in educational activities in the near future. The following answers were the most revealing:

1. "Hopefully blended learning will prevail now".
2. "Changing the system, introducing more practice, young teachers".
3. "I hope that soon all teachers will get used to new technologies (which has already happened in most cases) and the learning process will be as comfortable as it was before (in the classroom)".
4. "Most likely, I am expecting the continuation of distance learning, since personally this form affects my self-development progressively".
5. "I hope that there will be an opportunity to choose distance learning or blended

learning, regardless of quarantine conditions".

6. "Hopefully no change. Distance learning is much more convenient, I am in control of myself, I spend more time studying and information is better absorbed.
7. "More classroom activities. I want to feel like a student, not a houseworm".

Thus, based on the analysis of the material received from psychology students, several main conclusions can be drawn:

- most students would prefer classroom or blended learning;
- main difficulties faced by students: technical / internet problems, motivation (self-organization), difficulties in communicating with teachers;
- a significant part of students lack practical skills in specialized disciplines,

relevant information, as well as modern teaching approaches from teachers.

RECOMMENDATIONS

The above results of the survey and its interpretation can serve as a good foundation for building an effective model of organizing the educational process of future psychologists.

We understand that changes will not be instantaneous, but improving educational programs is the main task for participants in the educational process. Only through joint efforts we can achieve positive result of improving the quality of psychological education at universities.

To do this, we want to present several recommendations for both students (1 year of study) and for teachers.

Recommendations for freshmen students:

1. It is important to establish communication channels with teachers. If it is not possible to do this directly, put forward your questions or wishes through the head of the group or the administration.
2. If it is important for you that everyone in the seminars receives points for their work – organize the order of speakers and who chooses which topic.
3. Before starting training in distance education - familiarize yourself with the rules and culture of behavior in the online space.
4. If you are unable to understand or complete some tasks due to the format of presentation - unite in groups. Understanding the material and completing the task together will be much more productive than by yourself.
5. If you feel a lack of practice, but would like to get it in the early years – ask questions of senior students or your teachers. It is quite possible that you will be prompted by programs outside the university, where you could get exactly practical skills as a future psychologist. Non-formal education is now becoming more and more popular.

6. Remember that writing research papers and publications is an important part of your training. This type of activity is aimed at systematizing your thinking and ability to find the necessary information. Also an important quality that helps to develop scientific activity is acquaintance and cooperation with other scientific psychologists. This approach will greatly expand your professional circle of contacts.

Recommendations for teachers:

1. If it is important for you to deliver high-quality material to students, learn to adapt to modern learning technologies, especially in digital format. Digital technologies in the near future 10-15 years will definitely not be able to replace live communication, but a qualified teacher of psychology must necessarily have the skills to organize the educational process based on modern information and communication technologies.
2. Asking students for help is not a shame! If you do not understand how certain programs work, ask students for help. It will definitely make your work and students work easier and more productive. It is important to note that joint development and joint activities in the digital space can improve the atmosphere of interaction and “break the ice” that arises when learning new things.
3. Provide students the opportunity to clearly see what and how many points they can get during the semester. A table with grades in a Moodle or a Google Table sent to the monitor will much better help students navigate the tasks

that they must complete and in their overall performance during the semester.

4. Interactive classes with preparation of students, presentations and constant interaction of students in pairs or students with a teacher will significantly increase student engagement and academic performance. Variety of applications and platforms can come to help teacher (Kahoot, Quizlet, Flipgrid, Actively Learn). The concentration and interest of students are the elements that we must maintain at the highest level.
5. In the context of online learning and the lack of direct contact between participants in the educational process, it is important to maintain communication. To do this, you can create a system of contacts and interaction between participants in the educational process, future psychologists are, first of all, humanists and their main task is to build the correct trajectory of interaction with future clients - become an example of openness and a facilitator of common activities.

To strengthen interaction within the educational team, conduct web quests and open consultations where each student can feel that his opinion is being heard.

CONCLUSIONS

Thus, it can be concluded that the training of future psychologists in the online space, and especially in the conditions of forced distance learning, carries many risks and difficulties, both for the students themselves

and for the teachers. It is important to note that the study does not exhaust all aspects of training psychologists in the online space, this is especially important in the context of the transformation of the very foundations of training future professionals.

This process was caused by the crisis phenomena that were caused by the introduction of quarantine restrictions in the higher education system and a sharp transition to the online space. We can already conclude that education will never return to the pre-COVID system of organizing the educational process, therefore, all participants in the educational process need to adapt to new realities and psychological education is no exception.

In the context of improving the quality of training of future psychologists, we strongly recommend introducing from the first semesters of study at the university training courses aimed at introducing students to the norms of behavior in the digital space.

Formation of a digital culture is the basis for effective interaction in the learning process in new conditions. Also in these courses it is necessary to include the norms for the design of digital educational content as an important component of future success in the professional field.

In further studies, it is planned to study in more detail the foreign experience of training future psychologists using digital teaching tools.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ЯКІСТЬ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ПСИХОЛОГА В ОНЛАЙН ПРОСТОРИ

Стаття присвячена визначенню основних положень підготовки психологів в умовах вимушеного дистанційного навчання. **Мета** дослідження – проаналізувати основні якості, якими повинен володіти майбутній психолог та розглянути вплив онлайн-навчання (вимушеного дистанційного навчання) на їх формування. До основних завдань віднесено: аналіз теоретичних основ сучасної підготовки психолога, аналіз ролі цифрових та Інтернет-технологій у навчанні майбутніх психологів, аналіз відповідей студентів-психологів під час опитування, спрямованого на визначення ролі онлайн-навчання, надання рекомендацій щодо вдосконалення навчального процесу майбутніх психологів на дистанційному / змішаному навчанні.

Серед **методів** дослідження визначальними були такі: аналіз та узагальнення науково-методичних джерел, урядові документи з теми

дослідження для теоретичного обґрунтування проблеми дослідження, моделювання отриманих даних. Автори також провели опитування.

Результати дослідження показують, що на основі аналізу отриманих відповідей від студентів-психологів, можна зробити кілька основних висновків: більшість студентів віддають перевагу навчанню в аудиторії чи змішаному навчанню; основні труднощі, з якими стикаються студенти: технічні проблеми / проблеми в Інтернеті, мотивація (самоорганізація), труднощі у спілкуванні з викладачами; значна частина студентів не має практичних навичок та відповідної інформації щодо роботи у онлайн просторі. На основі аналізу отриманих результатів та власного досвіду роботи на факультеті психології надані рекомендації для студентів перших курсів та викладачів у роботі в онлайн просторі.

У **висновках** у контексті підвищення якості підготовки майбутніх психологів в умовах дистанційного та змішаного навчання ми рекомендуємо впроваджувати з перших семестрів навчання на курсах, спрямованих на ознайомлення студентів з нормами поведінки в цифровому просторі.

КЛЮЧОВІ СЛОВА: вимушене дистанційне навчання, змішане навчання, онлайн навчання, студенти, психологи, освітній процес.

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STRIVING TO TEACH VERSUS MODERN REALIA

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ABSTRACT

*There have always been challenges confronting both teachers and students in the process of sharing knowledge and skills. The **purpose** of the article is to analyze the situation that has become even more demanding due to the changes connected with the implementation of distance learning.*

*Theoretical and methodological base of the research consists of an approach connected with the use of such **methods** as analysis, generalization and interpretation of the psychological theory of motivation and the concept of amotivation and its consequences; observation of the current educational situation with regard to its active participants.*

***Results** focus on modern realia, when the educational conditions have been greatly changed in connection with the pandemic situation, it is possible to notice decrease of motivation among the students. Students tend to miss classes as they believe that teaching can be ineffective, prefer not to answer during the lesson, take time in handing in their homework, fellow students influence their choice of being less diligent. Technical problems or inability to participate in an active way in the process of the lesson can really worsen the situation with the desire to get proper knowledge.*

***Conclusion.** That is why teaching big group of students and individual approach when conducting online lessons can be so challenging to teachers. It can lead to burning out while working and teacher wellbeing is also at risk, its great importance has been once again proven and highlighted.*

KEY WORDS: Amotivation, Distant Learning, Motivation, University Students, Wellbeing.

INTRODUCTION

Motivation has been in the center of attention for teachers for many years as it lies in the background of the teaching process. Teaching is a complex and dynamic activity and we can achieve the best results through motivation. A desire to learn is one of the most important elements of teaching and students make a very important step in gaining knowledge with the help of motivation.

Sometimes their desire and interest to learn may disappear that leads to appearing obstacles in the way of the effective learning of foreign languages. Pintrich (2003) in his work asked a very important question, "What motivates students to achieve in the world of academia?"

Although motivation has been of so great importance, it is known that a great number of university students tend to lack the desire to advance academically (Snyder, & Hoffman, 2002). That is why it is essential to study thoroughly academic amotivation and why it is so common among the students nowadays.

Amotivation can be defined as a state when people cannot feel the connection between their behavior and its further outcome. (Deci, & Ryan, 1985), 2002). An amotivation state can be related to a state of helplessness while learning. (Abramson, Seligman, & Teasdale, 1978).

Amotivation is also connected with boredom and poor concentration during the lesson, inadequate psychological adaptation to university, getting more stress while studying (Baker, 2004). By means of Self-Determination Theory (SDT) (Deci & Ryan, 1985, 2002) the desire to learn among students can be described as behavior through intrinsic (connected with enjoyment and interest), extrinsic

motivation (instrumental motives) and amotivation (lack of motivation).

Intrinsic motivation comes with the wish to learn due to a particular interest in personal fulfillment, enjoyment and achieving a thorough knowledge of a subject.

Students possessing intrinsic motivation can eagerly participate in an activity thanks to a personal interest and inner pleasure (Csikszentmihalyi, & Nakamura, 2005). Extrinsic motivation lies in the desire to perform and achieve a definite result. Students having extrinsic motivation tend to do a task as a means of achieving a goal, not as a goal in itself (Ormrod, 2011).

Thus, intrinsic behavior demonstrates better self-determination as it happens through free will and enjoyment, while extrinsic motivation can be described as fulfilling an activity for a reward. An extrinsically motivated student usually wants to get better marks, money or recognition that particular activities and achievement can bring.

It is important to note that extrinsic motivation is not always a bad thing. University students can very often become motivated by both intrinsic and extrinsic motivational factors. (Cameron, & Pierce, 1994; Covington, 2000).

In general, self-determination is connected with different results, such as cognitive flexibility, conceptual understanding, and active information processing (Grolnick, & Ryan, 1987), better academic performance and self-esteem (Deci, & Vallerand, 1991).

Besides, less self-determined forms of extrinsic motivation can appear in connection with negative consequences, such as depression, narcissism, negative effects and physical symptoms. Amotivated students can neither foresee the results of their behavior nor the motives behind it.

They can feel disconnected from their actions and will have to make little or no effort at all.

THEORETICAL FRAMEWORK

Students can lack motivation for a variety of reasons. A great number of them can think that they do not possess abilities to perform a task, a belief they will not be able to maintain an effort required by a particular behavior or a belief they are helpless in achieving a necessary result (Pelletier, Dion, Tucson, & Green-Demers, 1999).

The environment plays a vital role in amotivation for four different reasons: (1) ability beliefs, (2) effort beliefs, (3) value placed on the task and (4) characteristics of the task. Ability beliefs lie in a belief or a disbelief of a student that he can successfully perform a task. If a person considers that he will not manage to complete a task efficiently, he is unlikely to achieve success.

In order to understand why some people have so little idea about their abilities, it is necessary to study the theory according to which it is expected to apply appropriate strategies for fulfilling the tasks as a part of self-efficacy expectancy concept. When students assess their academic abilities on a higher level, they are able to perform more ambitious tasks that is known as self-efficacy.

On the other hand, when the self-esteem is doubtful, it is obvious to expect failure as an outcome. It can be seen that students, who feel detached from the process of education, have little belief in their academic abilities. They ascribe their low achievement to their poor perceived capabilities (Wigfield, 1988). Low academic self-esteem of the students was determined as one of the main factors of academic motivation (Skinner, 1990).

Effort beliefs are connected with the idea that students do not believe that they can initiate or keep up the effort necessary for performing an obligatory task, in reality they are not sure of their abilities (Skinner et al., 1990).

This is also a belief, described by Pelletier et al. (1999) that students lack a desire and capabilities to invest the required energy or effort for achieving success. They can know about academic requirements quite well.

Despite being very often aware of their potential, they can still possess not enough academic motivation. Both belief in their abilities and their effort are important for successful performance in the field of education. Self-esteem is an essential element as students should believe that they have everything that is necessary for efficient work during the lesson.

There is an opinion that quite a number of students are not capable enough and they think that they will not be able to maintain the effort important for a successful completion of their studies. Eccles, Patrick and colleagues (1993) proved that academic detachment came as a result of the absence of abilities or the desire to make the necessary effort.

Value placed on the task is also of great importance as the consideration of values can help to predict behavior (Landy, & Becker, 1987). It was determined that amotivation is connected with the absence of value (Ryan, & Deci, 2000). When a task is not important for a student and does not come as an integral part of his life, it can often lead to a lack of motivation.

If there is no personal attachment to an activity, a student will not use his behavior to express himself. The activities, which do not correspond to self-expression, are difficult to maintain (Murdock, 1999).

Besides, academic amotivation can be characteristic of an activity that does not come as a means of expressing a personality or values.

Devaluation of a necessity to get education can lead to negative consequences that eventually end up in the motivation deficit. The students, who see their environment as a means of exchanging negative information about the value of education, are more inclined to have motivational problems. It is necessary to study values in order to fully understand academic behavior (Bigelow, & Zhou, 2001).

Characteristics of a task may contain such elements that can lead students to the lack of motivation. If the constituents of an activity neither attract nor stimulate students, they are more likely to disconnect.

When an activity is boring, routine, difficult or irrelevant, it can lead to the appearance of amotivation. If the above described characteristics predominate, the academic task will be likely seen as unappealing and academic disengagement will continue to grow.

The four aspects of amotivation: ability beliefs, effort beliefs, characteristics of the task and value placed on the task are described as four common cores closely connected with each other. Amotivation has been presented by SDT as a feeling of alienation and helplessness (Deci & Ryan, 2002). From a conceptual point of view all the four subtypes of amotivation should be positively combined with undesirable consequences and start negatively with positive. As soon as reciprocal connection is removed, accessible creative associations begin to show.

For instance, a negative belief in one's abilities can lead to poor performance, low academic self-esteem and greater desire to

leave university. Poor effort belief is a highly attributed educational achievement. However, less effort might be linked to undesirable academic behavior: little or no time is spent on doing homework, missed classes or being often late. Moreover, behavior problems can appear due to lack of motivation connected with the task characteristics.

It is a common fact that uninteresting homework may create avoidance features. Values add importance to a complicated or demanding activity. Devaluing studies and homework is the third feature that leads to undesirable academic behavior. Students very often feel isolated and disconnected as there might be not enough social support from university, parents or society.

Academic amotivation is a complex phenomenon because its borders go beyond the system of education into a broader social context, in which students are classified economically and socially as being placed in within social strata. In the world of education academic attitudes and performance are influenced by important social agents in the environment and experience of the students, in particular, by teachers, parents or peers.

Self-determination is increased then a lot because people feel free to act out of unrestricted free choice. Teachers, parents and peers usually support students' sense of freedom by optimizing their abilities to be creative and unique. There exist a great number of studies, proving the assumption that students' motivation benefits when teachers encourage their independence (Hamm, & Reeve, 2002).

In the current educational situation, being greatly challenged by the necessity of implementing distance learning, teachers need to make all the effort in order to keep up the motivation of their students,

supporting them in every possible way and seeing online education as an advantage to promote new ways of teaching.

The purpose of the article is to analyze the situation that has become even more demanding due to the changes connected with the implementation of distance learning.

METHODOLOGY

Thus, the given study is devoted to analyzing the lack of motivation. The methods of analysis, generalization and interpretation of the psychological theory of motivation and the concept of a motivation and its consequences were used. In the first place, it was examined the reasons why students may demonstrate disinterest while learning foreign languages.

Then, the ways of improving motivation of the students, unwilling to actively engage in the educational process, have been highlighted. The data were collected by means of lesson observation for teachers and students. Also, important issues of teachers' wellbeing have been analyzed, defined and given thorough consideration.

RESULTS

Motivating university students is quite a difficult task and a rewarding one at the same time when teachers can engage their students in the right way. Students can already think on their own and are ready to achieve great success. They can organize ideas in a more abstract and analytical way. They doubt commonly excepted views, values and beliefs. Their intellectual growth can be constantly seen and differences in teaching styles are becoming more obvious.

Why is motivation still missing in the classroom then and what factors should be taken into account to motivate students to succeed while studying? In the first place, it

is necessary to mention the role of social support as the attitude towards learning and the corresponding behavior are greatly influenced by the key social agents in the student's environment, whether these are teachers, parents, or friends. Their influence can be described with a cognitive evaluation theory (CET; Deci, & Ryan 2002).

The main principal of this theory lies in the thought that the social environment, encouraging autonomy, competence and relatedness, will lead to developing inner motivation (Deci, & Ryan, 1985; Deci, & Ryan, 2002).

Besides, supporting autonomy can be of immediate interest as self-determination grows when a student feels he can perform out of free choice. Autonomy support takes into account the importance of structure and guidance, emphasizing the advantages of giving students freedom, willingness, and responsibility for themselves.

Competence support can also be added as an important source of motivation. The art of efficient information delivery is essential to pedagogy, so a student is sure to get interested in receiving useful information, enabling him to apply the acquired knowledge.

A lot of university students do not have the desire to perform academic tasks. They often feel detached from their activities and it can lead to the absence of motivation to complete their tasks. They can also feel bored in the classroom because they feel out of place. Moreover, as these students may possess not enough academic background knowledge, they tend to stay behind with every coming year.

Currently, the situation with learning can really worsen due to the necessity to get knowledge on a distant basis as some students might claim that such lessons seem

to be ineffective. They tend to find excuses not to answer during lessons, explaining that by having technical difficulties. Being influenced by their fellow students, they sometimes do not participate in online lessons at all.

Due to the economic situation in Ukraine, there is a tendency to having bigger groups of students. Due to this, it is not always technically possible to check on everyone's involvement, thus some students might feel they are left behind. Young people may lack proper equipment or opportunities to participate in online lessons or take part with worse results.

Besides, students belonging to less affluent families or living in remote places with no mobile network can feel neglected because of the cost of digital devices, data plans, or network connectivity. All this leads to the broadening of the digital divide.

Students can also start lacking self-organization as to handing in their homework on time. A tendency to procrastinate and do greater chunks of work later can lead to emotional or physical burnout. The same can also be said about teachers, who are sometimes eager to get too much carried away with their work to achieve better results in every sphere of the educational process and feel extremely tired.

Effective online teaching can often require more time to plan and more effort to involve than teaching similar material in class. Conducting online lessons for a group of students, consisting of a great number of people, calls for strict discipline and much energy.

Teachers influence motivation of their students in a great way. Behavior and teaching style, the structure of a course, nature of the assignment and informal

interaction with students influence their motivation to a particular extend.

While having online lessons, it is really important to use individual approach as much as possible, shift students from consumers to producers of content and make sharing as easy as possible.

We need to build activities that encourage students to co-create and peer review, make use of the exercises that can help them to analyze their own ideas and learn from each other. Being at a distance, students are not on their own and have possibilities to have formal and informal contacts.

On a teacher's part it means the necessity to encourage cooperation by means of group assignments or by peer-teaching and peer-assessment. Nowadays cooperation may also help to reach a stable personal balance.

In the situation with learning through digital means, the teacher's role is challenging. Besides teaching online, they also have to support students to complete assessments and tests. Students need to feel that all their concerns have been attended to and the process of learning has not in the least been changed, it is performed on a professional level and they have every opportunity for their motivation to grow.

Being confronted with so many educational challenges, teachers might find themselves on a verge of a burnout. They can experience different situations that add up to stress, lack of time, necessity to see to so many everyday aspects in order to conduct their classes successfully.

Nevertheless, teachers can make a number of small changes, which will lead to other important changes, including creating a more positive environment for university students. That is why it is important to perform tasks and continue with the current term without experiencing burnout.

It is possible to divide the task into smaller, more manageable parts and have regular breaks that can help both teachers and students to work more efficiently, improve productivity and creativity. It is also a good idea to plan periods of rest and relaxation during the day. Returning to a task later, after some break, may very often help us to perform it much faster.

Teachers can set themselves boundaries, stop their activities at a required hour, try and divert their attention from pressure, thus becoming more energetic and positive by the time they come back to their to-do list.

Despite all the difficulties of these times, the pandemic has given teachers the chance to improve their digital skills, opportunities to think more creatively about their lesson delivery and collaborate with colleagues.

Such a positive outlook can be a collective social good, facilitate openness and, in its turn, better connection among colleagues, emotional recognition and support. It is highly important for a teacher to keep on being happy and healthy in order to provide knowledge on a desired level.

We all can come together and adjust workloads, develop new and improved ways of working and take advantage of modern technologies. Teachers are sure to look at the current situation as a plus point and do their best to implement new ways of delivery knowledge to their students, raising their motivation and giving every opportunity to improve their skills while learning.

DISCUSSION

In the process of delivering knowledge active participation and interaction of both students and teachers is of great importance. Despite the current situation, the educational process has not been

interrupted but at the same time has moved onto a new level. With the help of modern technologies, it is possible to conduct lessons in different ways, paying as much attention as possible to the involvement of every student in the classroom activities. As Carr-Chellman and Duchastel (2000) pointed out (p. 233), 'the essence of an online course is the organization of learning activities that enable the student to reach certain learning outcomes.'

At the same time students started lacking enthusiasm in attending lessons, performing tasks, doing their homework. Teachers have to do their best in making sure that the lessons are conducted on a high level and the students are happy to participate and gain knowledge. 'What we should be talking about is effective, efficient and enjoyable learning that is facilitated and/or enhanced by the technologies available to the teacher, the learner and the school' (Kirschner, 2015, p. 313).

The load of work on teachers can be sometimes overwhelming, still, looking back, they can be really proud of their success and opportunity to move on a higher professional level and the ability, despite all the challenges and difficulties, to motivate their students to participate actively in online lessons, discuss the necessary material, timely hand in their homework and have a great desire to improve knowledge, grades, social and interpersonal skills.

CONCLUSIONS

The research has shown that a great deal of motivation comes from good everyday teaching practices. It also goes back to suitability, relationship and steadiness to motivate students. The discussed information should be relevant to the educational situation, thus raise awareness,

importance of attending lessons and achieving results.

Another great technique is positive thinking. Students should take time to think about the great outcome they will get in the future. For instance, when they are stressed about all the homework they have at the moment, they may think about graduation and future jobs they can get, making use of all the knowledge they have received.

One way of positive thinking can be identifying the reasons of stressing out and

ways the situation can be solved, when we do this, it calms the stress we feel and gives a greater ability to want to work.

Another good idea is to create lists of what needs to be done and make a plan throughout the week of how much work to do each day. In this way both teachers and students will be able to avoid undesirable situations and make the process of the knowledge exchange a pleasant, important and unforgettable experience.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ВЕЛИКЕ БАЖАННЯ НАВЧАТИ, НЕЗВАЖАЮЧИ НА СУЧАСНІ РЕАЛІЇ

Проблеми, що стоять перед викладачами та студентами в процесі обміну знаннями та вміннями, завжди існували. **Метою** статті є аналіз ситуації, яка стала ще більш вимогливою через зміни, пов'язані із впровадженням дистанційного навчання.

Теоретико-методологічну базу дослідження складає підхід, пов'язаний із використанням таких **методів**, як аналіз, узагальнення та інтерпретація психологічної теорії мотивації та поняття мотивації та її наслідків; спостереження за сучасною освітньою ситуацією щодо її активних учасників.

Результати орієнтовані на сучасні реалії, коли умови навчання значно змінилися у зв'язку з пандемічною ситуацією; можна помітити зниження мотивації студентів. Студенти, як правило, пропускають заняття, оскільки вважають, що викладання може бути неефективним, вважають за краще не відповідати під час заняття, не витратити час на виконання домашнього завдання, інші студенти впливають на їх вибір бути менш старанними. Технічні проблеми або неможливість брати активну участь у процесі заняття дійсно можуть погіршити ситуацію з бажанням отримати належні знання.

Висновок. Навчання великої групи студентів та індивідуальний підхід при проведенні онлайн-занять може бути складним і для викладачів. Це може призвести до вигорання під час роботи, а психофізичний стан викладачів

також може бути серйозним випробуванням, його велике значення було ще раз доведено та підкреслено.

КЛЮЧОВІ СЛОВА: *відсутність мотивації, дистанційне навчання, мотивація, психофізичний стан, студенти університету.*

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QUALITY OF DISTANCE LEARNING IN KIROVOHRAD REGION, UKRAINE, DURING QUARANTINE RESTRICTIONS

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ABSTRACT

The issue of distance learning became relevant in early spring 2020 due to quarantine measures caused by the pandemic. The issue of transition to distance learning for all levels of education has become acute and lightning fast. In the conditions of globalization of the modern world, when information and timeliness of its receipt play a decisive role in competitive advantage, the content of education changes dramatically. The competitiveness of human capital is directly correlated with the requirements of the new information society, in which the knowledge aging is significantly reduced, and new opportunities for their acquisition will appear. A promising and extremely relevant area of modern higher education development under quarantine, as well as integration into European and world education is the active introduction of distance learning technologies in the educational process. The article analyzes the monitoring study of the general secondary educational institutions of Kirovograd region students' parents attitude to distance learning. The **purpose** of the study is to determine the level of distance learning quality during quarantine restrictions.

Research **methods** include general scientific methodology of research and principles of a systematic approach; case study methods.

The **results** of the study are considered and the current state of quality assurance of general secondary education has been analyzed. The data obtained during the monitoring should be considered as an information basis for effective management of the educational process, to improve its content, methodological and

organizational aspects.

Conclusions. *The most important elements of distance learning should be: the creation of practical situations during the educational process, the opportunity for students to express themselves constantly, self-realization, educational process clarity, its individualization, technical and technological support of distance education. Successful solution of the problem of effective implementation and harmonious development of distance education in Ukraine will increase the quality level, higher education accessibility, integration of the national education system into scientific, research and production, social and cultural information infrastructure of the European / world community.*

KEY WORDS: *Distance Education; Distance Education Monitoring System; Intellectual System of Distance Education.*

INTRODUCTION

Over the past two decades, there has been a process of transition from traditional to computer-based learning. With the development of the Internet it has become possible to send the required number of melons from one end of the world to another, communicate freely with other users online and post information on Internet sites, making it available to anyone.

Modern information technologies make it possible to increase and improve the efficiency of the educational process. During the reform of general secondary education, the concept of distance learning is developing progressively which provides the development of various technologies, including blended learning technologies.

The transition to distance learning due to the pandemic has become an unexpected and quite serious challenge for all participants in the educational process - teachers, students and their parents. After a temporary confusion, everyone had to accept this challenge and adapt quickly to new realities, but the issue of distance education has become very relevant.

And although distance learning can not substitute full-time education and was never planned for the long term, it can be an effective tool not only during quarantine.

And since there are no answers to the question: "How will the epidemiological situation in Ukraine change in the near future?", Educators must be ready to organize such training.

The purpose of the study is to determine the level of quality of distance learning during quarantine restrictions.

The tasks are: to study the level of distance learning quality during quarantine restrictions; to perform a statistical analysis of the distance learning quality level during quarantine restrictions (based on the results of the received information); to monitor the distance learning quality during quarantine restrictions is a continuous scientifically sound, diagnostic and prognostic process checking the level of distance learning quality; to provide the necessary material, technical, scientific and methodological personnel, psychological and pedagogical conditions for the development of distance learning during quarantine restrictions.

The tasks are as well: to identify the causes of distance learning quality problems during quarantine restrictions, which contributes to their rapid and painless elimination; to organise scientific and methodological support to improve the quality of distance learning during quarantine restrictions on the basis of diagnosis and differentiation as it contributes to improving the quality of

educational services.

THEORETICAL FUNDAMENTALS

Theoretical and practical aspects of distance learning have been thoroughly analyzed in the works of both foreign and Ukrainian scientists, among them: J.E. Adams, H. Dichanz, F. Bodendorf, G. Hoppe, B. Eckert, N. Lobin, J. Kettunen. Nowadays, there is no unanimous decision among scientists to define the concept of "distance learning". You can also find such a definition as "distance education".

Also, some foreign scientists assign a special role to telecommunications in the distance learning organization and define it as "telelearning". Nevertheless, the term "distance learning" is often used in the scientific community.

Distance learning, according to P. Stefanenko, is a form of existence of the didactic system and can be implemented within almost all its types.

At the same time, all existing traditional didactic principles are implemented within distance learning and new ones appear (the principle of pedagogical expediency of using new information technologies; the ensuring principle of information circulating security in distance learning; the conformity principle of learning technologies; the learning mobility principle) using modern information technologies.

N. Zhevakina understands distance learning as a purposeful interactive process of interaction between teacher and student, based on the use of modern information and telecommunication technologies that allow distance learning.

The Concept of Distance Education Development in Ukraine, adopted on December 20, 2000, outlines distance learning as a system of technologies that guarantees prompt delivery of material to students at a sufficient scale; interactive cooperation between teachers and students in the educational process, providing

individuals with independent work reserve on the development of the proposed material.

Distance learning is a technology based on the open learning principles, widely uses computer training programs for various purposes and creates with the help of modern telecommunications educational environment for the supply of educational material and communication.

Distance learning has a number of advantages over other forms of learning. Yes, you can maintain regular contact with the teacher through telecommunications technology, including video, and receive structured learning material in electronic form, virtually without leaving home or leaving your workplace.

However, the distance learning system also has drawbacks. First, for successful training correction and adequate assessment, it is important to have direct contact with the applicant. In addition, it is impossible to check exactly whether that person is working, performing a task, or it has been done by someone else.

Therefore, the final quality control of knowledge is still carried out in the presence of the student. In addition, not all settlements have access to the Internet. And most importantly, in distance learning, direct contact between teacher and student is lost.

However, this form of education requires a conscious and motivated approach to education. The opportunity to learn at a convenient time may not become a systematic learning, but a constant procrastination of this activity.

That is why the remote form requires special self-organization and the ability to manage your time. In the case of distance learning, teacher's active role is not reduced, as he must determine the level of the applicant's knowledge, and decide to adjust the curriculum in order to achieve the best material mastery.

METHODOLOGY

The study is aimed at identifying the state of logistics, personnel, psychological, pedagogical, organizational and methodological conditions for the distance learning quality during quarantine restrictions; checking the quality of educational services provided to students; identification of promising pedagogical experience on this problem.

The content of monitoring tasks was formed taking into account the requirements of the main state acts (Resolution of the Cabinet of Ministers of Ukraine of 11.03. 2020 № 211 "Prevention of the spread of coronavirus COVID-19" in Ukraine, letters of the Ministry of Education and Science of Ukraine of 12.10.2020 №1/-576 "Temporary transition to distance learning", from 02.11.2020 №1/-609 "Organization of distance learning", "Ukrainian Law of Education", "General Secondary Education Law") and regulations on implementation monitoring studies.

RESULTS

The quality of distance learning during quarantine restrictions was monitored on the basis of general secondary education institutions of 49 united territorial communities. The total number of respondents who participated in the study is – 3230 people, including – 865 students' parents of secondary schools, 1324 teachers of secondary schools. The monitoring study used Google-form questionnaires (in the form of consecutive questions), which were offered to respondents considering the opinion of students' parents who study during quarantine restrictions. Under quarantine, educational institutions use different modes of distance learning, programs and digital services.

According to 69.3% of surveyed parents and teachers more often use Viber messenger for distance learning, 29.3% – e-mail, 42% – the Internet platform Google Classroom, 33.8% – Zoom platform. The latter platform is most

often used by teachers of urban schools. The majority of parents (63.8%) confirmed that the schools where their children study have developed distance learning schedules for students, and teachers follow them (70.9%).

During the survey, some parents (42.3%) have also indicated a significant overload of students with educational material during distance learning, and 27.5%, a partial increase. In addition, the problem of students' lack of awareness of Internet safety rules has been highlighted.

More than 48% directors of general secondary education institutions in the region have taken part in the survey. Most heads of educational institutions (63.95%) work in rural areas. Among the surveyed parents, 68.0% have indicated that their children study in urban schools, and 32.0%, located in urban-type settlements. 73.1% of surveyed students and 57.9% of teachers also study or work in cities.

The most active in the survey were parents whose children study in primary schools (46.1% and 43.5%, respectively). At the same time, among the respondents there were only 10.4% of students' parents in grades 10–11. Among the surveyed students 53.4% were 9th-graders, 25.1% were 10th-graders, 19.5% were 11th-graders.

The majority of surveyed parents (85%) and students (82.6%) of grades 9–11 confirmed that for the period of quarantine in general secondary education institutions distance learning was carried out in all subjects of the invariant component.

Almost 19.8% of schoolchildren and 16.2% of parents testified about the distance learning organization in only certain subjects. However, 6.7% of parents said that distance learning for children was not organized at all. Similar indicators of the lack of distance learning organized by schools were evidenced by students.

At the same time, most of them study in city schools (59.8%). The results of the survey of principals also confirmed that in almost

98.2% of general secondary education institutions during the quarantine period, students were taught using distance learning technologies. The majority of leaders (75.9%) noted that the entire teaching staff was involved.

However, in almost 23.9% of institutions, distance learning was conducted only by teachers who were provided with computer equipment and access to the Internet.

At the same time, 7.14% of the surveyed heads of general secondary education institutions stated that their school did not switch to remote work mode for the following reasons: students and teachers do not have computer equipment and access to the Internet (0.98% of surveyed principals); most teachers do not have the skills to work remotely (3.28%); the speed of Internet connection does not allow to conduct a lesson (2.83%).

According to the principals, general secondary education institutions that do not have distance learning in quarantine conditions use different distance learning modes, programs and digital services. Heads of general secondary education institutions noted that distance learning is mainly used for distance learning.

The most effective are services with the ability to assess the level of assimilation of material – they have been used by 49.68%, without the possibility of evaluation – 28.34%. Asynchronous learning with the possibility of assessing the level of mastering the material has been carried out by 26.32% of general secondary education institutions. Instead, according to 79.5% of surveyed parents, teachers most often use Viber messenger for distance learning, 36.3% – e-mail, 46% – the Internet platform Google Classroom, 34.8% – Zoom platform.

The latter platform is most often used by teachers of urban schools (93% of 36.8% of parents who indicated the use of Zoom platform by teachers). Teachers who took part in the survey noted that to interact with

students most often use: Viber – 92.4%; Google tools – 53.6%; e-mail – 57%; Zoom – 28.4%.

At the same time, in their questionnaires, almost a third of teachers (36%) indicated that they use Facebook for distance learning. However, only 7% of parents surveyed said that teachers use this network. A similar discrepancy was also found in the responses of teachers and parents regarding the use of Skype for distance learning (19.2% of teachers and only 6% of parents indicated its use).

At the same time, 18% of parents believe that it would be more convenient for their children to study using Skype. Television lessons are actively used to organize distance learning, including the All-Ukrainian online school project.

Thus, 31.4% of teachers and 19.8% of parents in their questionnaires indicated the use of TV channels for teaching. However, according to the heads of only 26.7% of general secondary education institutions, the schedule of distance learning is consistent with the schedule of television lessons.

According to the results of the survey, other organizational problems were highlighted. The majority of parents (61.3%) confirmed that in the schools where their children study, distance learning schedules have been developed and teachers have followed them (73.6%).

However, only 52.4% of the surveyed managers stated that their institutions have a schedule of distance learning during quarantine. 6.1% of parents and 12% of students also indicated the lack of a schedule of such classes. In addition, 3.8% of students surveyed said that there were cases of teachers not following the schedule of classes.

At the same time, teachers of urban general secondary education institutions have violated the schedule of classes approximately six times more than rural

schools teachers. The results of the survey also revealed a problem with the insufficient use of websites of general secondary education institutions to communicate with parents of students.

Thus, only 9.75% of principals in their questionnaires have mentioned the effective use of educational institutions' websites to communicate with parents.

The majority of school principals (67.45%) have used social networks and group chats (14.3%), and 6.21% said that communication with parents has taken place through class teachers, including sending parents e-mails with a schedule. lessons (3.26%). At the same time, 57% of the surveyed teachers indicated that they communicate with their parents personally.

This method of communication is mainly chosen by teachers working in rural schools and educational institutions located in urban-type settlements (47.43%).

Instead, 61.2% of teachers in urban secondary schools have regularly published messages and news on their blogs, 72.7% communicated in group chat, and 11.9% have indicated that class teachers send parents e-mails with lesson schedules and test dates. 64.2% of teachers have had feedback from parents on the organization of distance learning, and 29% indicated that in addition to feedback, they have also had help from parents.

At the same time, 15.3% of teachers have indicated that parents were indifferent to their children's education during quarantine. 9.4% of surveyed teachers have faced opposition from parents, which has affected their children's education.

According to students' opinion teachers often communicate with them by: sending a list of textbook paragraphs and exercises for self-study (47.8%); conducting training sessions online (43.2%); sending video materials on educational topics (38.4%); conducting independent work, testing (14.7%); sending only homework (6.7%).

At the same time, 4.7% indicated a lack of communication between teachers and them. Most parents reported that their children received homework from teachers via Viber, 7.9% via Google Drive, and 8.93% via email.

At the same time, the results of the survey of 9th-11th grade students showed that only 34% of students do their homework on their own, 66% of students do it with outside help, namely: 19.5% use the Internet; (10.6%) parents help; (12%) perform together with friends; (9%) work together with tutors.

The same number of students, 7.45%, use textbooks with ready-made homework solutions or do not do homework at all. According to students, 9th graders (53%) need the most help from parents to complete homework.

The answers of high school students showed that 11th graders need almost twice as much parental help (43%) as 10th graders (17%). The majority of surveyed students (54.6%) indicated in their questionnaires that they like to study remotely. A similar answer was found among most parents (52.3%).

However, 45.4% of students said they did not like distance learning. 46.3% of surveyed parents indicated a similar attitude of their children to distance learning.

During the survey, some parents (36.3%) also indicated a significant overload of students with educational material during distance learning, and 31.5% - a partial increase. In addition, the problem of students' lack of awareness of Internet safety rules was sharply highlighted, in particular, 39.4% of surveyed students in their questionnaires indicated that teachers did not tell them about cyber security.

For most schools (58.53%) the introduction of distance learning was a challenge, as they had no experience of such training before, so they were not ready to implement the educational process in quarantine. Only 9% of school principals and 15.2% of teachers said that they had previously used distance-learning technologies.

According to principals, only 27.65% of schools used distance-learning elements previously during previous quarantines, and 19.16% of general secondary schools used them to work with students who did not attend school for good reasons.

In their questionnaires, 57.5% of teachers indicated that they had not previously used distance-learning technologies in their teaching activities, and 35.3% of teachers indicated partial use. 47.2% of the surveyed teachers indicated their desire to use distance-learning technologies after the end of quarantine, and 49% will use it partially.

At the same time, 3.8% of the surveyed teachers stated that they would not use distance-learning technologies in their further work. According to the respondents, the most difficult aspects in the process of implementing distance learning are the following:

Establishing effective interaction with participants in the educational process. 85.9% of heads of general secondary education institutions indicated that not all students get in touch, do not do homework, do not participate in online lessons. In addition, there is a lack of support from parents, who say 46.8% interviewed managers.

Technical support. 87.46% of principals of general secondary education institutions indicated the lack of necessary equipment at home for a large number of teachers and / or students, and 54.9% indicated a low speed of Internet connection. 53.3% of parents surveyed also point to the low quality of Internet communication. In addition, 12.8% of parents said that their families did not have a computer. 63.9% of the surveyed teachers also testified about technical problems.

Methodical training. 52.9% of principals point to a lack of previous experience in distance learning, and 43.8% confirm that some teachers do not have the necessary work skills. 39.8% of pedagogical workers

also noted the lack of experience in the organization of distance learning and the use of elements of distance learning in their pedagogical activities. Only 3.7% of teachers said that they had no difficulties on this issue.

Organizational issues. According to the information, 27.54% of surveyed school principals did not receive adequate assistance from local education authorities and methodological services for distance learning, and 39.7% of respondents received such assistance only in part.

Also among the problems that arise during distance learning, 42.9% of parents said that it is difficult for children to learn a new topic. At the same time, 38.9% of teachers complain that it is impossible to explain the teaching material effectively during distance learning.

In their questionnaires, 83.1% of heads of general secondary education institutions indicated that in order to improve the quality of distance learning, they had to organize teacher training in quarantine. In 34.12% of general secondary education institutions, training was provided for all teachers, and in 48.98% - only teachers who needed help.

However, 14.9% of managers indicated that each teacher should master distance learning technologies on their own, and in 2% of ZSSO teachers were offered to undergo training, but they did not show a desire to learn more.

At the same time, 58.3% of surveyed teachers believe that they need to improve practical skills in mastering the methods of teaching subjects using distance learning technologies, 47.6% of teachers said that they need to learn new progressive teaching methods, and 37.0% need to improve the level possession of information and communication technologies.

DISCUSSION

Problems that arise in the institution of general secondary education during the

organization of distance learning during the quarantine period:

- Technical support of participants in the educational process: low speed or no internet connection.
- Lack of educational resources that can fully ensure the students' knowledge formation of subjects.
- Many teachers and students do not have modern mobile devices, computers and other gadgets (especially in rural areas).
- Limited access of individual students to computer equipment (there may be two or three students and parents working remotely in the family).
- Psychological, pedagogical and methodological support of distance learning of students:
- Lack of experience in such training, both teachers and students (some teachers do not have enough ICT; irregular working day of teachers, constant communication with parents, checking students' work, preparation for classes and tasks with detailed instructions take a long time) .
- Insufficient control over the state of students' knowledge acquisition.
- Impossibility to control students' observance of academic integrity while doing homework.
- Primary school students have not yet developed the ability to learn independently, to study educational material.
- Lack of parental control over their children's distance learning.

CONCLUSIONS

The experience of distance learning in general secondary education in quarantine has convinced all participants in the educational process that in today's world, traditional learning without a distance component is impossible. Traditional and distance learning have much in common:

goals, educational programs, teaching methods and assessment system.

The combination of traditional and distance learning allows to expand the educational opportunities of students through flexibility, taking into account individual characteristics and educational needs, pace and rhythm of learning, increasing motivation and self-organization of students of secondary education, interaction between participants in the educational process through synchronous or asynchronous communication.

However, the use of distance technology during quarantine in educational institutions of Kirovograd region revealed many problems: the lack of a single common system of online learning, insufficient psychological readiness of teachers, students and parents for distance learning, the digital divide between teachers and students, increasing the workload on teachers.

The problems are professional development of teachers, identification of online students, control over students' compliance with academic integrity in performing creative and individual tasks, insufficient level of students' self-organization which directly affected the problem of assessing student performance and control.

Distance learning is a challenge for both teachers and students. Prolonged exposure to gadget screens increases fatigue and distracts attention, because such activities are not typical of childhood.

Therefore, loss of attention during the lesson may be the norm. According to the monitoring study, the Ukrainian school needs new approaches to learning. The teacher must not only know his subject perfectly, have methodological knowledge, know the psychological characteristics of the child's development, be characterized by general erudition, high moral culture, but also be sociable and mobile person, be able to adapt to new learning conditions.

When distance learning a child's parents first

need to understand that the child may not have any problems with attention, but simply get tired of online lessons, self-study and constant work with gadgets.

Therefore, this problem should be solved with the help of organizational solutions. The experience gained during distance learning should be used to create a system of mixed (full-time-distance) education of students of general secondary education during adaptive quarantine.

We can further use virtual environments to prepare primary and secondary school graduates for the state final certification and external independent assessment, to provide education to students receiving education on an individual (in particular, home) form; continue to create their own e-learning content, including the use of educational servers; to continue registration on educational platforms and training on one-day thematic courses to increase the professional competence of teachers in the use of distance technologies; use Zoom, Google Meet-Classroom, etc. for

extracurricular educational activities, intellectual competitions, readers' conferences, etc. during the period of adaptive quarantine.

In general secondary education institutions, which before the quarantine had experience in the use of distance learning technologies, the organization of current assessment and semester control did not cause difficulties for either students or teachers.

But there are many questions left. Should the performance appraisal system be changed in blended or distance learning settings? How to restructure the assessment system to increase the effectiveness of current and semester quality control of students' knowledge?

Other questions are left too. How to save time for teachers and students in assessing and monitoring academic achievement in distance learning? These and other aspects of the problem of assessing the success of students in the context of distance learning need further study.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ/ ABSTRACT [in Ukrainian]:

ЯКІСТЬ ДИСТАНЦІЙНОГО НАВЧАННЯ В КІРОВОГРАДСЬКІЙ ОБЛАСТІ УКРАЇНИ ПРИ КАРАНТИННИХ ОБМЕЖЕННЯХ

Проблематика дистанційного навчання стала актуальною на початку весни 2020 року у зв'язку із карантинними заходами, викликаними пандемією. Гостро та блискавично постало питання переходу на

дистанційне навчання для всіх рівнів освіти.

В умовах інформатизації та глобалізації сучасного світу, коли інформація та своєчасність її отримання грають вирішальну роль у конкурентній перевазі, кардинально змінюється зміст освіти. Конкурентоспроможність людського капіталу безпосередньо корелюється з вимогами нового інформаційного суспільства, в якому значно скорочуються терміни старіння знань, та з'являються нові можливості для їх отримання.

Перспективним та надзвичайно актуальним напрямком розбудови сучасної вищої освіти за умов карантину, а також інтегрування до європейської, світової освіти виступає активне запровадження технологій дистанційного навчання до освітнього процесу.

У статті проведеного аналіз моніторингового дослідження ставлення батьків учнів закладів загальної середньої освіти Кіровоградської області до дистанційного навчання. **Мета дослідження** – з'ясувати рівень якості дистанційного навчання під час карантинних обмежень.

Методи дослідження містять загальнонаукову методологію проведення досліджень та принципи системного підходу; методи тематичного дослідження.

Результати дослідження – розглянуто і проаналізовано сучасний стан забезпечення якості загальної середньої освіти. Дані, отримані в ході моніторингу, слід розглядати в якості інформаційної основи для ефективного управління освітнім процесом, для вдосконалення його змістовних, методичних, організаційних сторін.

Висновки. Найважливішими елементами дистанційного навчання повинні виступати: створення практичних ситуацій під час освітнього процесу, можливість для учнів постійно проявляти себе, самореалізовуватися, чіткість організації освітнього процесу, його індивідуалізування, технічне та технологічне забезпечення дистанційної освіти області. Успішне вирішення проблеми ефективного впровадження та гармонійного розвитку дистанційної освіти Україною сприятиме підвищенню рівня якості, рівня доступності вищої освіти, інтегрування національної системи освіти в наукову, науково-виробничу, соціальну, суспільну, культурну інформаційну інфраструктуру європейського/світового співтовариства.

КЛЮЧОВІ СЛОВА: дистанційна освіта; система моніторингу дистанційної освіти; інтелектуальна система дистанційної освіти.

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